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ABSTRACT

This 138-item annotated bibliography of books, journal articles, papers, and computer disks represents the reading assessment portion of the Test Center lending library. Listed alphabetically by author, materials in the bibliography were published between 1984 and 1996. An index using a set of descriptors developed for this material is attached. (RS)

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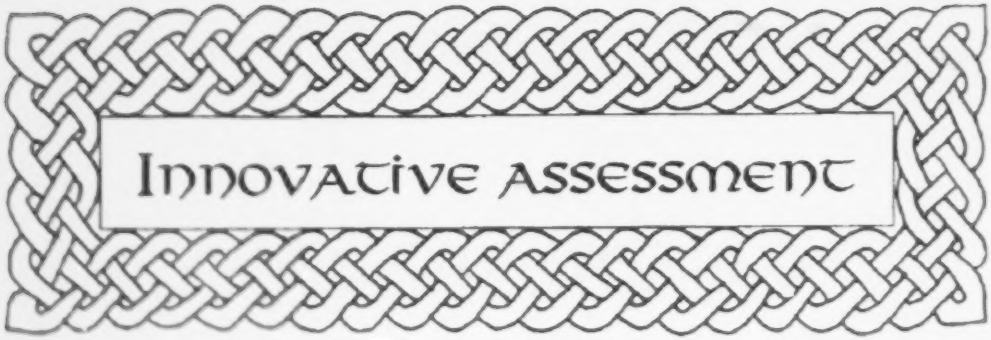

BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES:

READING

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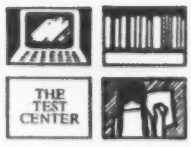

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Innovative Assessment

Bibliography of Assessment Alternatives: READING

May 1996 Edition

The Test Center
Evaluation and Assessment Program
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

Northwest
Regional
Educational
Laboratory

THE TEST CENTER
101 SW Main Street, Suite 500
Portland, Oregon 97204-3297
(503) 275-9582

BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES READING

May 1996

The following articles represent the reading assessment portion of the Test Center lending library. Presence on the list does not necessarily imply endorsement; rather, articles are listed solely to provide ideas to those pursuing these topics. Although I have only included articles that I like, for one reason or another, it is always a good idea to be a critical consumer of *all* assessment ideas.

There are two sections to the bibliography: the articles themselves in alphabetical order by author, and an index. The index helps you find relevant references. In order to make articles easier to find, a set of descriptors was developed, each paper was analyzed using this set of descriptors, and an index using the descriptors is provided. A complete listing of all descriptors used (with a brief definition of the descriptor) prefaces the index.

In the states of Alaska, Idaho, Montana, Oregon and Washington, these articles may be borrowed free of charge on a three-week loan from the Test Center. Users in other states are charged a handling fee. The shelf number for each item is listed at the end of the article; for example, TC# 123.4ABCDEF. For more information, please contact Matthew Whitaker, Test Center Clerk, (503) 275-9582 or use e-mail: testcenter@nwrel.org for more information.

Allen, Barbara. *Orange County LEP Assessment Task Force—Sample Packet*, February 1994. Available from: Orange County Department of Education, Instructional Services, Curriculum and Instructional Programs, 200 Kalmus Dr., Costa Mesa, CA 92626, (714) 966-4423.

This packet contains examples of assessment tasks that have been designed especially for students who are limited-English proficient (LEP).

Teachers specified four major outcomes for LEP students: develop communication skills, develop life skills in problem solving, critical thinking, decision making, and self-directed learning; improve collaboration; and understand and value cross-cultural tolerance. The packet includes assessment tasks and scoring guides for each outcome. Tasks include interviews, group work, portfolios, on-demand performance assessment, and projects.

Performance criteria are general and sometimes fairly sketchy. Self-reflection and evaluation is emphasized. No technical information nor student work is included.

(TC# 300.3ORACOL)

Ames, Cheryl K. *Self-Reflection: Supporting Students in Evaluating Themselves as Readers*, 1992. Available from: Beaverton School District, 16550 SW Merlo Rd., Beaverton, OR 97006, (503) 591-8000, fax: (503) 591-4415.

The author discusses high school student self-reflection in reading—its importance and how to promote it in students. Samples of student self-reflection are included.

(TC# 440.6SELRES)

Anderson, Richard C., Elfrieda H. Hiebert, Judith A. Scott, et al. *Becoming a Nation of Readers: The Report of the Commission on Reading*, 1985. Available from: University of Illinois Press, PO Box 2774, Station A, Champaign, IL 61820.

This publication marked the first popularization of research on reading which provided an expansion of our view on what reading is and what good readers do. The publication summarizes the research on reading and draws implications for reading instruction.

(TC#440.5BECNAR)

Arter, Judith A. *Integrating Assessment and Instruction*, 1994. Available from: Northwest Regional Educational Laboratory, 101 SW Main, Suite 500, Portland, OR 97204, (503) 275-9582, fax (503) 503) 275-9489.

This paper discusses how, if designed properly, performance assessments can be used as tools for learning in the classroom as well as tools for monitoring student progress.

(TC# 150.6INTASI)

Arter, Judith A. *Performance Criteria: The Heart of the Matter*, 1994. Available from: Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9582, fax (503) 275-9489.

This paper discusses an important issue that pertains to performance assessment in general—the need for clear and well thought-out scoring mechanisms. The paper discusses what

performance criteria are, the importance of good quality performance criteria, how to develop performance criteria, and keys to success.

(TC# 150.6PERCRH)

Badger, Elizabeth, and Brenda Thomas. ***Open-ended questions in reading,*** **December 1992. Located in: ERIC Clearinghouse on Tests, Measurement and Evaluation. Available from: American Institutes for Research, 3333 K St., NW, Suite 300, Washington, DC 20007, (202) 342-5060. Also available from: Massachusetts Department of Education, 350 Main St., Malden, MA 02148, (617) 388-3300.**

This short article covers the reasons why "open-ended" questions should not simply be multiple-choice items without options, and how new theories about reading and thinking require assessment using open-ended questions. The authors believe that in evaluating students, we can no longer simply judge whether or not the reader's conclusions are similar to the writer's; rather, the quality of the reader's argument or justification for his or her interpretation becomes most important. The authors provide some interesting thoughts on the types of things we should assess, but no actual performance criteria.

(TC# 440.6OPEQUR)

Barton, James, and Angelo Collins. ***Portfolios in Teacher Education.*** **Located in: Journal of Teacher Education 44, May-June 1993, pp. 200-210.**

The authors describe the use of portfolios for undergraduate literature and graduate science teacher-education students. The authors discuss the rationale for use of portfolios, the portfolio process, key questions, and specific application to literature and science. Among the points they make are:

1. Purposes include: (a) the need to model new instructional strategies if we expect students to subsequently use them in their own classrooms when they become teachers, and (b) the need to match goals for students in higher education classes to appropriate assessment—"As a program changes, so must the ways that success in meeting the program's objectives are measured. The rapidly evolving role of reading specialists demands change in the evaluation of professional competence."

2. Key steps in developing a portfolio system: the purpose for the portfolio must be clearly established at the beginning (e.g., one goal or purpose in literacy is that students "will integrate theory and practice so that they can create their own thematically based literature lessons"); evidence is then compiled to show that the student has successfully accomplished the purpose of the portfolio; and, finally, the portfolio is evaluated using the question, "Am I convinced that the student has met or made progress toward the stated goal?"

No samples of student work or technical information are included. Criteria for portfolios are discussed.

(TC# 130.4PORTEE)

Bean, Thomas. ***Organizing and Retaining Information by Thinking Like an Author.*** **Located in: Susan Mandel Glazer, Lyndon W. Searfoss, and Lance M. Gentile (Eds.),** **Reexamining Reading Diagnosis, New Trends and Procedures, 1988, pp. 103-127. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

The author presents recent thinking about the role of text structure in reading comprehension, and describes a process for observing, assessing, and improving students' understanding of text structure. The author describes various types of text structures in narrative and expository writing, and reviews the research on how people use text structure to aid comprehension and recall.

The assessment procedure consists of having students place the paragraphs in a narrative or expository passage in the right order, thinking aloud as they do so. The author presents several examples which illustrate what to look for in the "think alouds" in order to determine knowledge and use of text structure. The author finishes by describing two techniques to teach students how to analyze and use text structure.

(TC# 440.6ORGREI)

Bellingham Public Schools. ***Primary Performance Portfolio, Grades K, 1, 2*** **and** ***Intermediate Performance Portfolio, Grades 3, 4, 5,*** **1992. Available from: Bellingham Public Schools, Box 878, Bellingham, WA 98227, (206) 676-6400, fax (206) 676-2793.**

This document is an outline of suggestions for implementing portfolios for grades 1-5. Included are:

- A list of essential learnings in each grade level combined with suggestions for the type of information that could be included as evidence of progress on each goal. For example, a student goal in grades 3-5 is "literature competency." To show level of literature competency, portfolios could include response logs, performance or project scoring rubrics, or strategies checklists.
- Checklists and scoring guides for some of the skills. For example, there are fairly nice developmental continuums for reading, science, social studies, art, writing and mathematics are included, each having six levels (pre, emergent, beginner, developing, capable, and experienced). These are incorporated into a report card.

Also included are some materials for two units: history and energy. It is not clear how this material is used nor why it is included. No technical information nor samples of student work are included.

(TC# 000.3BELPUS)

Bishop, David. *On Curriculum Alignment, Anacondas, and Reading Assessment.* Located in: Kentucky English Bulletin 39, 1990, pp. 58-66.

In this paper the author reviews some of the problems with using norm-referenced, multiple-choice tests to measure student progress in reading, and then describes a possible portfolio approach for grades K-6. A very useful part of the paper is a description of what the author feels the portfolio should show about students. There are six key areas: fluency (ease with reading, volume of reading, frequency of reading), power (norm- and criterion-referenced test scores), growth (changes in skill, affect and independence), range (diversity of reading, reading in other subject areas), depth (depth of understanding of individual readings and a focal point for reading), and reflection (self-reflection and reflection on the writing of others).

(TC# 440.3ONCURA)

British Columbia Ministry of Education. *Performance Assessment: Primary, Early, Late, Intermediate, and Graduate,* Draft, August 1992. Available from: British Columbia Ministry of Education, Assessment Branch, Parliament Buildings, Victoria, BC V8V 2M4, Canada, (604) 387-4611, fax (604) 356-2504.

This Macintosh disk contains a host of performance assessments developed by the British Columbia Ministry of Education for all grade levels and subject matter areas.

(TC# 000.3BCPERA)

Brown, Carol and Susan Lytle. *Merging Assessment and Instruction: Protocols in the Classroom.* Located in: Susan Mandel Glazer, Lyndon W. Searfoss, and Lance M. Gentile (Eds.), Reexamining Reading Diagnosis, New Trends and Procedures, 1988, pp. 94-102. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.

The authors maintain that "think aloud reading protocols" provide a means for gathering information about individual readers' ongoing thinking processes and metacognitive behavior. A think aloud reading protocol is a verbal or written record of what students think about while they read. The authors suggest several means to use during regular instruction to elicit these types of verbalizations. (In fact, making these verbalizations conscious is a major focus of instruction for the authors.) They also describe a coding scheme for these verbalizations.

The paper does not, however, provide any guidance on either what kinds (or mix) of verbalizations students *should* be making, or what to do if the teacher notices gaps in verbalization. The goal seems to be merely to get students to verbalize, think about these verbalizations, and compare these verbalizations with others.

(TC# 440.6MERASI)

Calfee, Robert, and Elfrieda Hiebert. *The Teacher's Role in Using Assessment to Improve Learning*. Located in: Assessment in the Service of Learning, Invitational Conference Proceedings, 1988, pp. 45-61. Available from: Educational Testing Service, Rosedale Rd., Princeton, NJ 08541, (609) 734-5686.

The authors believe that the knowledgeable teacher plays a critical role in valid classroom assessment, and that effective instruction requires informed professional judgment. Although a general argument, the authors' specific examples come from the area of literacy. They contend that literacy needs in previous times were far more simple than what will be required in the future. Thus, while the past skills-based, decoding approach to reading literacy might have been adequate for a previous age, in today's world literacy means people who are in total control of language and are able to think critically about what they read. Reading skill must provide the basis for pursuing all other subjects. The authors develop this theme in more detail, contrasting past teacher education, reading instruction, and student assessment procedures to what is needed today.

(TC# 440.6TEAROU)

Calfee, Robert C., and Pam Perfumo. *Student Portfolios: Opportunities for a Revolution in Assessment*. Located in: Journal of Reading 36, April 1993, pp. 532-537.

The authors report on a survey of teachers to determine actual practice with respect to reading and writing portfolios. They surveyed 150 selected teachers, and held a two-day conference for 24 of them. The authors are very optimistic about the possibility of portfolios reforming education. Results showed that teachers:

1. Believe that they are more in charge of their instructional programs by using portfolios
2. Describe many benefits for students which result when they select their own work for portfolios
3. Do not attend to technical aspects of portfolios such as reliability and validity
4. Have no systematic way of analyzing, scoring, or grading portfolios

(TC# 440.6STUPOO)

California Assessment Program. ***A Sampler of English-Language Arts Assessment—Elementary (Reading); Preliminary Edition,*** **1992. Available from: California State Department of Education, Publications Sales, PO Box 271, Sacramento, CA 95812, (800) 995-4099.**

The previous assessment system in California, the CLAS (now superceded by the Student Performance Division, Assessment Office) developed a series of assessments in grades 4/5, 8, and 10 to assess reading, writing, language arts, science, math, and social studies. These were combinations of multiple-choice and constructed response. This document is a released exercise for the elementary reading test.

Tasks require students to read lengthy passages of between three and five pages. While they read they have space to write down "thoughts, feelings, and questions" about what they are reading. At the end there is a series of questions that ask students to express their feelings about what happens in the story, select lines from the story that "make them think" and tell why those lines were selected, speculate on the feelings and motivations of characters, tell what might happen next and explain why, and write anything else they want. Responses are scored on a six-point holistic scale that emphasizes insight, connections, risk-taking and challenging the text. Sample student responses are included. No technical information is included.

(TC# 440.3SAMENLr)

California Department of Education. ***California Learning Record—Handbook for Teachers, K-6,*** **and** ***Handbook for Teachers, 6-12, Preview Edition,*** **1993. Available from: UCSD Bookstore, University of California @ San Diego, 9500 Gilman Dr., La Jolla, CA 92093, (619) 534-4430.**

The *California Learning Record* (CLR) yields a portfolio of information about a student's annual language and literacy progress in K-12 classrooms. Progress is based on observation, anecdotal records, and consultations with parents and students themselves. As students mature, they take on responsibility for providing evidence of their own learning. Pilot tested by California teachers since 1988, the CLR is an adaptation of the *Primary Language Record*, developed at the Centre for Language in Primary Education in London, England. A major California contribution is the extension of the record of achievement to middle and secondary schools, using the base of literacy development to support students' academic progress in all subject areas.

The *CLR Handbooks for Teachers, K-6* and *6-12* provide rationale, descriptions and examples of how the CLR works. Included with each handbook are master copies of the CLR summary and data collection forms. Not included are technical information nor criteria for judging progress.

(TC# 400.3CALLER2)

Campbell, Linda, Bruce Campbell, and Dee Dickinson. ***Teaching and Learning Through Multiple Intelligences*****, 1996. Available from: Allyn & Bacon, 111 Tenth St., Des Moines, IA 50309, (515) 284-6751, (800) 278-3525.**

This book describes Howard Gardner's "seven intelligences," provides checklists for identifying students' dominant intelligences and working styles, outlines how to set-up a learning environment that stresses each intelligence, describes how to instruct students through their strengths, provides instructional activities that foster the development of various intelligences, and discusses designing assessments that allow different ways for students to demonstrate their achievement, including portfolios. The section on assessment stresses the design of performance tasks to accommodate different intelligences. No performance criteria or technical information is provided. Some samples of student work are included.

(TC# 000.6TEAALE)

Clark, Charles H. ***Assessing Free Recall.*** **Located in: The Reading Teacher 35, January 1982, pp. 434-439.**

This document describes a procedure for assessing how much of a passage a student remembers and the relative importance of what is remembered. The teacher breaks a passage into pausal units and assigns an importance number to each unit. After the student reads the passage silently, he or she retells everything he or she remembers. The teacher indicates the sequence of recall on a worksheet and analyzes the amount recalled, the sequence of recall, and the level of importance of the recalled material.

(TC# 440.3ASSFRR)

Clarridge, Pamela Brown, and Elizabeth M. Whitaker. ***Implementing a New Elementary Progress Report.*** **Located in: Educational Leadership, October 1994, pp. 7-9. Also available from: Tucson Unified School District #1, 1010 E. Tenth St., Tucson, AZ 85719.**

This paper reports on one district's attempt to revise its report card for grades K-5. Staff decided on a rubric approach. In grades 1-5, rubrics using four-point scales were developed for five "learner qualities"—self-directed learner, collaborative worker, problem solver, responsible citizen, and quality producer. Rubrics were also developed for eight content areas: reading, writing, listening/speaking, mathematics, social studies, science, health, and fine arts. Room is provided on the report card for teacher comments, the sources of information used as the basis for the judgment about student ability (e.g., classroom observation, portfolios), and room for teacher and student comments.

The authors describe development and pilot testing, preliminary responses from parents and students, plans for revision, and insights (such as "this approach to reporting requires a thorough understanding of the curriculum by both parents and teachers").

(TC# 150.6IMPNEE)

Clay, Marie M. *Concepts About Print.* Located in: <u>The Early Detection of Reading Difficulties</u>, 1985. Available from: Heinemann Educational Books, Inc., 361 Hanover St., Portsmouth, NH 03801, (603) 431-7894.

Concepts About Print is a diagnostic procedure that the author presents as part of a longer book about reading in the early grades. The procedure requires the student to respond to 24 questions and tasks that cover parts of the book, how a story is organized, how words are arranged on a page, word/print correspondence, which page is read first, meaning of punctuation, capital and lower case correspondence, etc. The procedure refers to two stories which are not included in the document.

Concepts About Print has been translated and used with Danish and Spanish-speaking children. The author also presents another list of behaviors to observe while going through *Concepts About Print* to look at effectiveness of strategies. There is no technical information included.

(TC# 440.3CONABP)

Clemmons, Joan, Lois Laase, DonnaLynn Cooper, et al. *Portfolios in the Classroom: A Teacher's Sourcebook*, 1993. Available from: Scholastic Professional Books, Scholastic Inc., 2931 E. McCarty St., Jefferson City, MO 65102.

This booklet describes one elementary school's portfolio system for documenting student growth in reading and writing. The system includes emphasis on student control, self evaluation, and goal setting. The authors:

- articulate well that the goal of portfolios is to allow students to take control of learning
- describe the kinds of classrooms in which portfolios are most likely to be successful
- outline a step-by-step plan for getting started and involving parents
- describe a procedure for teaching self-evaluation and goals-setting skills
- help with student-teacher portfolio conferences
- include complete portfolios for a second- and fifth-grade student
- include an appendix of reproducible letters, questionnaires, forms, and charts

No technical information is included.

(TC# 400.3PORCLT)

Coalition of Essential Schools. [*Various Articles on Exhibitions of Mastery and Setting Standards*], 1982-1992. Available from: Coalition of Essential Schools, Brown University, Box 1969, One Davol Sq., Providence, RI 02912, (401) 863-3384.

Although not strictly about reading, this series of articles discusses performance assessment topics and goals for students that are relevant. The articles are: *Rethinking Standards; Performances and Exhibitions: The Demonstration of Mastery; Exhibitions: Facing Outward, Pointing Inward; Steps in Planning Backwards; Anatomy of an Exhibition*; and *The Process of Planning Backwards*.

These articles touch on: the need for good performance criteria, the need to have clear targets for students that are then translated into instruction *and* assessment, examples of performance assessments, brief descriptions of cross-disciplinary tasks, the value in planning performance assessments, and the notion of planning backwards (creating a vision for a high school graduate, taking stock of current efforts to fulfill this vision, and then planning backward throughout K-12 to make sure that students are purposefully taught from the start).

(TC# 150.6VARARD)

Conley, David T. *Proficiency-Based Admission Standards*, January 8, 1995. Available from: PASS Project, Oregon State System of Higher Education, Office of Academic Affairs, PO Box 3175, Eugene, OR 97403, (503) 346-5799.

This paper describes the Oregon Board of Higher Education's new policy on admitting students by demonstration of competencies rather than just numbers of courses taken or GPA. Included is the rationale for the approach (including the incongruity between traditional college admissions procedures and the attempt by K-12 schools to restructure), a list of the competencies, ideas for assessment, ideas for how high schools might need to change in order to ensure students meet admissions standards, and commonly asked questions. Competencies include content standards for subject areas (science, math, etc.), as well as basic and process skills standards (writing, reading, critical thinking, etc.). The paper addresses the concern by some parents and teachers that changes in K-12 education won't mean anything if students are still admitted to college using traditional methods. The authors point out that similar changes in college admissions policy are occurring in many places.

(TC# 150.6PROBAA)

CTB/McGraw-Hill. ***Performance Assessment Task Bank, Reading and Language, Grade 3*****, 1993. Available from: CTB/McGraw-Hill, PO Box 150, Monterey, CA 93942, (800) 538-9547.**

The CTB reading and language task bank is a compendium of 29 tasks (containing 366 separate activities) for grades 3-9 that can be used by districts to design their own performance assessments. Local educators can select from various purposes, activity lengths, student response modes, pre-task activities, skills covered, type of materials and equipment, and task complexity. Each task has been pilot tested and comes with scoring directions. Support software is available.

The material we obtained contains a general overview of the system and one complete third-grade reading task. Students read two intact passages and answer a variety of integrative and reflective questions. The scoring guide was not included, nor was technical information.

(TC# 400.3CTBREL)

Curriculum Corporation. ***English—A Curriculum Profile for Australian Schools*** **and** ***Using the English Profile*****, 1994. Available from: Curriculum Corporation, St. Nicholas Pl., 141 Rathdowne St., Carlton, Victoria, 3053, Australia, (03) 639-0699, fax (03) 639-1616.**

This document is one in a series of collaborative curriculum development projects in Australia designed to reconfigure instruction and assessment. The project, begun in 1989, was a joint effort by the States, Territories, and the Commonwealth of Australia, initiated by the Australian Education Council.

The profiles are not performance assessments, per se, in which students are given predeveloped tasks. Rather, the emphasis has been on conceptualizing major student outcomes in each area and articulating student development toward these goals using a series of developmental continuums. These continuums are then used to track progress and are overlaid on whatever tasks and work individual teachers give to students.

The English profiles cover four strands (interacting with text, contextual understanding, linguistic studies, and strategies) in each of three areas (reading/viewing, speaking/listening, and writing). Each strand is tracked through eight levels of development. For example, strategies in speaking and listening go from "monitors communication of self and others" at level one to "uses listening strategies which enable detailed critical evaluation of texts with complex levels of meaning" at level eight.

There are lots of support materials that describe what each strand means, how to organize instruction, types of activities to use with students, and how to use the profiles to track progress. Samples of student work are included to illustrate development. The documents say that the levels have been "validated," but this information is not included in the materials we received.

(TC# 400.5ENGCUP)

DeFabio, Roseanne. *Characteristics of Student Performance as Factors in Portfolio Assessment*, 1993. Available from: National Research Center on Literature Teaching and Learning, University at Albany, State University of New York, 1400 Washington Ave., Albany, NY 12222.

The author describes a framework for describing what students are able to do in the study of literature and what to look for in portfolios to assess student learning in literature. These could be considered criteria for assessing a literature portfolio. The factors are: range, flexibility, connections, conventions, and independence. No grade levels are mentioned, but it appears to be most appropriate for grades four and above.

(TC# 400.3CHASTP)

Dole, Janice, Gerald Duffy, Laura Roeher, et al. *Moving From the Old to the New: Research on Reading Comprehension Instruction*. Located in: Review of Educational Research 61, Summer 1991, pp. 239-264.

Although not specifically about assessment instruments in reading, this article provides a good overview of current cognitive research on reading. The article is included here because, in order to wisely choose assessment instruments, one needs a clear idea of the target to be assessed.

The article describes the view that reading comprehension is constructive; readers use their existing knowledge and a range of cues from the text and the context in which the reading occurs to build (construct), a model of meaning from the text. This view of reading is contrasted with that underlying past instructional practices. The authors then outline what a reading curriculum would look like that is based on a cognitive view of the reading process.

(TC# 440.6MOVFRO)

Educational Testing Service (ETS). *Performance Assessment: Different Needs, Difficult Answers*, 1995. Available from: Trustees' Colloquy, Mail Stop 50-D, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541, (609) 734-5050.

This is a nice statement from ETS about the promise of performance assessment and some of the pitfalls to avoid if we are to realize its potential to reform education. It discusses (1) the need to have a clear assessment purpose, (2) the use of performance assessment to promote learning, (3) time and cost, (4) parent involvement, and (5) the need for training.

(TC# 150.6PERASD)

Eeds, Maryann. ***Holistic Assessment of Coding Ability.*** **Located in: Susan Mandel Glazer, Lyndon W. Searfoss, and Lance M. Gentile (Eds.),** **Reexamining Reading Diagnosis: New Trends and Procedures, 1988, pp. 48-66. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

The author focuses on the "coding" aspect of reading (i.e., the relationship between sounds and symbols). However, she emphasizes that mere mastery of the code will not solve all reading problems; there must be both a code and a language emphasis (syntax, semantics, and the context in which reading occurs) for successful literacy programs. After establishing this point, she goes on to outline how knowledge of the code develops, and discusses some informal diagnostic procedures to discover where children are in the process of breaking the code. She suggests three categories of procedures: careful observance of children's writing, close attention to what students say regarding their discoveries about print as they learn to write, and qualitative consideration of their miscues as they read whole text. Specific assessment tasks are included. No technical information is included.

(TC# 440.3HOLASC)

Eggleton, Jill. ***Whole Language Evaluation: Reading, Writing and Spelling,*** **1990. Available from: The Wright Group, 18916 N. Creek Pkwy., Bothell, WA 98011.**

The author ties three stages of development in reading, writing, and spelling to instruction and assessment. She also briefly discusses self-reflection. Two books (grades K-3 and 4-6) are designed for informal classroom use. Each subject and developmental level contains sections entitled: teacher goals (instructional ideas), student goals (things for students to accomplish), assessment/monitoring techniques, and reporting progress.

The instructional activities are good but, because of a lack of complete definitions for items on checklists, the author assumes a certain amount of expertise on the part of users about reading, writing, and spelling. Samples of student work, provided to illustrate the developmental stages, are mostly only given in writing. No technical information is available.

(TC# 400.3WHOLAR)

Fagan, William T., Julie M. Jensen, and Charles R. Cooper. ***Measures for Research and Evaluation in the English Language Arts, 2,*** **1985. Available from: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801, (217) 328-3870. Also available from ERIC: ED 255 933.**

This book contains a number of scoring guides for assessing various targets in reading, literature, writing and oral communication.

(TC# 430.1MEAREE2)

Farr, Roger. ***Putting It All Together: Solving the Reading Assessment Puzzle.*** **Located in: The Reading Teacher 46, September 1992, pp. 26-37.**

The author discusses the following topics: (1) the reasons for a recent increase in the amount of reading assessment (accountability demands and attempts to find alternatives to traditional testing); (2) what to consider when developing an assessment plan in reading (purposes, the informational needs of various audiences); (3) current reading theory and its relationship to types of assessment; and (4) recommendations for how to put it all together.

The major thrust of the paper is that various audiences have different informational needs and no single assessment is likely to satisfy all of them. We need to be sympathetic to each other's informational needs and plan an assessment program that is varied. The author suggests that norm-referenced tests, performance assessments and portfolios are all useful components of such a system. There is a very nice summary of essential features of reading portfolios.

The author concludes by saying, "The assessment puzzle can be solved. The solution, however, is not as simple as identifying a nonexistent test that will do the whole job nor as arbitrary as eliminating most reading assessment. Rather it takes a vision that focuses on what real literacy means and the awareness that various groups have a stake in helping students to develop as literate citizens. Such a vision must not use assessment to isolate. It must respect the complex nature of literacy, it must serve students and help them to become reflective self-assessors, and it must create links that bring instruction and assessment together."

(TC# 440.6PUTALT)

Farr, Roger, and Beverly Farr. ***Integrated Assessment System—Language Arts Performance Assessment,*** **1990. Available from: The Psychological Corporation, Harcourt Brace Jovanovich, Inc., 555 Academic Ct., San Antonio, TX 78204, (800) 228-0752.**

The *Integrated Assessment System* (IAS) for grades 1-8 (in reading, writing, science, and math) is one of three performance-based assessment supplements to the *Metropolitan Achievement Test* (MAT7) *and Stanford Achievement Test* (SAT8). The others are (1) *GOALS* which requires short responses on tasks that are similar to multiple-choice tests, and (2) *AMAP* which requires more extended responses and some group work.

The *Integrated Assessment System* lies between *GOALS* and *AMAP* in terms of complexity. It consists of three reading booklets for each grade level that reflect a variety of text types and topics, and a guided writing activity that leads to a written product based on the reading. The writing activities include story endings, persuasive essays, reports, historical fiction, letters, and brochures. Writing is assessed using a three-trait system—response to reading (the amount and accuracy of information from the reading), management of content (organization and development), and command of language (word choice, sentence structure, grammar, and mechanics). The writing activities encourage process writing including collaboration.

Our document includes several readings, student response booklets, administration insructions, and a general scoring guide. No student work nor technical information is included.

(TC# 400.3LANARP)

Far West Laboratory for Educational Research and Development. ***Focus on Educational Resources, Spring 1995; Knowledge Brief, Number 12, 1995; Knowledge Brief, Number 11, 1993.*** **Available from: WestEd, 730 Harrison St., San Francisco, CA 94107, (415) 565-3000.**

This set of documents from 1993 to 1995 discusses the following topics:

- The ways in which assessments can mask, instead of highlighting, the achievement of culturally diverse students
- The hopes and fears associated with the use of alternative assessments and culturally diverse students
- Examples of the language demands of assessment tasks which place extra on ESL students
- Examples of how community members in Chinle, Arizona, modified assessment tasks to be more culturally relevant

(TC# 150.6ISSCRA)

Fingeret, Hanna Arlene. ***It Belongs To Me: A Guide to Portfolio Assessment in Adult Education Programs*****, 1993. Available from: Literacy South, Snow Bldg., 331 W. Main St., Durham, NC 27701, (919) 682-8108.**

This is a short paper on the use of portfolios in adult literacy programs, based on interviews by the author with a number of programs developing this concept. Although the paper states that it emphasizes assessment portfolios (showcase, presentation), their actual steps for implementation also imply their use as an instructional tool. For example, the first step is "clarify your beliefs about literacy and their relationship to how you work with students." Some assistance with student self-reflection is also provided. Not included are samples of student work, criteria, or technical information.

(TC# 440.3ITBELM)

Flexer, Robert J. and Eileen A. Gerstner. ***Dilemmas and Issues for Teachers Developing Performance Assessments in Mathematics—A Case Study of the Effects of Alternative Assessment in Instruction, Student Learning and Accountability Practices*****, CSE Technical Report 364, October 1993. Available from: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Graduate School of Education, University of California, Los Angeles, CA 90024, (310) 206-1532.**

This monograph is the first in a series reporting on an ongoing study of the implications of alternative assessments (in reading and mathematics) in third grade classrooms and its impact on instruction, teachers' beliefs, and students' achievement. The purpose of this paper was twofold: (a) to discuss some of the dilemmas and issues that arose in the first two terms of work with participating teachers, and (b) to give a progress report on how teachers have changed their instruction and assessment as a result of the project. Results of the study were "mixed but promising."

(TC# 000.6DILIST)

Flood, James, and Diane Lapp. ***Reporting Reading Progress: A Comparison Portfolio for Parents.*** **Located in: The Reading Teacher March 1989, pp. 508-514.**

This article describes the content of a reading (and writing) portfolio in the elementary grades that can be used to show student progress to parents.

(TC# 400.3REPREP)

Fort Hays Educational Development Center, The. ***State Assessment—Reading*****, March 15, 1995. Available from: Steve Nolte, The Fort Hays Educational Development Center, 305 Picken Hall, Hays, KS 67601, (913) 628-4382, fax (913) 628-4084.**

The 1995 Kansas state reading assessment for grades 3, 7, and 10 presents students with two reading passages (one narrative and one expository). Each passage has 8-10 multi-mark questions and 1-2 short (one-two paragraphs) written responses. Student written responses are scored using a single holistic scale (0-5 points) which emphasizes an understanding of the text and inclusion of appropriate text detail needed to answer the question.

This document was prepared by an ESD in Kansas to describe the state assessment. It includes an overview of the state assessment, the scoring rubric and two reading passages (grade 8 and grade 5) with associated samples of student work. No technical information is included.

(TC# 440.3STAASR)

Fredericks, Anthony, and Timothy Rasinski. ***Involving Parents in the Assessment Process.*** **Located in: The Reading Teacher 44, 1990, pp. 346-349.**

The authors maintain that parents should be invited to participate in all aspects of the classroom reading program. This enables parents to understand the complexity of the reading process and reading instruction, observe growth more directly and understand what they can do to help. The authors suggest several ways to get parents involved. Examples are:

1. Early in the school year, provide a means for parents to state individual expectations for their child.

2. Develop simple question sheets for parents to use to assess reading progress. (Two such sheets are included in the article.)

3. Frequently ask parents to compose lists of things their children have learned in reading.

(TC# 440.3INVPAA)

Gahagan, Hilary Sumner, Dewayne Smith, and Shelley King. ***Project P.R.I.D.E.*****, 1993. Available from: Beaverton School District, PO Box 200, Beaverton, OR 97075, (503) 591-8000, fax: (503) 591-4415.**

This document is a set of handouts from a conference presentation. They are very readable and present a good overview of Project P.R.I.D.E.—an inclusion program for special education students that utilizes language arts portfolios to document student progress and communication with parents. It also encourages students to take control of learning. The handouts include a description of the portfolio system, a form for student self-evaluation of their portfolios, a feedback questionnaire for parents, and daily schedules. No technical information is included.

(TC# 400.3PROPRI)

Gillet, Jean, and Charles Temple. ***Understanding Reading Problems: Assessment and Instruction, Third Edition,*** **1990. Available from: Harper-Collins Publishers, 1000 Keystone Industrial Park, Scranton, PA 18512, (800) 242-7737.**

This book starts by describing (1) how literacy develops and the types of things students need to know and be able to do in order to learn to be literate, and (2) the types of problems students run into that hinder their learning to be proficient. Then the authors systematically describe various assessment techniques to determine whether students have the prerequisite knowledge for learning to read or to determine the nature of the reading problems they are having. There is an especially good discussion of development, concepts about print, and miscue analysis. The strength of this book is that the authors describe what needs to be known, why it needs to be known, and how to get the information. They also provide the "so what"—instructional strategies for various kinds of problems.

The only weakness might be in the lack of a statement of the ultimate target of reading instruction—what do we ultimately want readers to be like? What is an expert reader? Because of this lack of a concrete statement, we are left to infer the target from the assessment devices and instructional methods discussed; some aspects of good reading may be under-emphasized, for example, metacognition and attitudes.

(TC# 440.6UNDRPR)

Glazer, Susan Mandel and Carol Smullen Brown. *Portfolios and Beyond: Collaborative Assessment in Reading and Writing*, 1993. Available from: Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062, (617) 762-5577.

The authors of this book state their purpose as being to elucidate assessment procedures that parallel and support a more holistic approach to language arts instruction. The book has some good ideas on the following topics:

1. The type of classroom environment that is necessary to support this instructional model: a student-centered environment that allows students to read and write for real reasons, develop a community of learners, be comfortable taking risks, and share control of learning.

2. A self-assessment checklist for evaluating a "literacy environment" that focuses on supplies and room arrangement. It does not include instructional approaches, although there is a section on how to manage a "student-centered" classroom.

3. Information to help students self-reflect, self-assess, and control their own learning, including self-evaluation checklists and open-ended questions.

4. The need for ways to more formally summarize and report progress. There are chapters on writing and reading. The writing chapter has progress summary forms and developmental continuums; the reading chapters cover think-alouds and retelling. There is also help with how to do them and what to look for in student responses. (This is frequently left out of whole-language books.)

5. Information to help interact with parents

6. Practical help with finding time, storing work, etc.

Lots of student work is included. Technical information is not included.

(TC# 400.6PORBEY)

Glazer, Susan Mandel, L.W. Searfoss, and L.M. Gentile. *Reexamining Reading Diagnosis: New Trends and Procedures*, 1988. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.

This book is a compendium of articles covering a variety of topics. This reviewer found the following of most use: using student "think alouds" to analyze reading strategies and self-monitoring (p. 94); checklists for developmental stages in early reading and writing that can be used to analyze student progress (p. 48); informally monitoring student knowledge of text structures (p. 103); and a checklist for analyzing student retelling of stories (p. 139). No technical information is included.

(TC# 440.6READ)

Goodman, Kenneth, Lois Bridges Bird, and Yetta Goodman. *The Whole Language Catalog Supplement on Authentic Assessment*, 1992. Available from: American School Publishers, 1221 Farmers Ln., Suite C, Santa Rosa, CA 95405, (800) 882-2502.

This oversized publication is a compendium of case studies, philosophy statements, and examples of assessment ideas for use by teachers to look at student progress in reading, writing, spelling, and oral language. Although the major chapters focus on philosophy, the teacher as a professional, student self-evaluation, assessment methods, and specific assessment ideas, the organization is inductive—the many vignettes and samples are intended to provide ideas to knowledgeable teachers.

There are especially good sections on miscue analysis (what it is, how to do it, and many student samples), the philosophy of whole language, the teacher as constructor of meaning, and ideas for student self reflection and evaluation. It also has lots of sample report cards, good ideas for evaluating a literate environment and parent involvement. One strength is that it doesn't just list information collection techniques, but also outlines the sorts of things to look for in student performance or work to help gauge progress.

If there are weaknesses in this publication it would be, first, that there is no overview of targets for students: what does a good reader or writer look like, and how do the various suggestions for data collection provide evidence of progress toward these targets? Lots of samples and ideas are given but without an organizing principle. (This is why I call the publication inductive. One builds the definition of targets from the samples given.) For example, one checklist has you note whether students "enjoy working at the writing table." You have to both infer why this is important, and take it on faith that this is more important to collect than some other indicator. Secondly, although lists of things to look for in student performance and work are given, they are frequently undefined. For example, one rating form has you note student "use of prior knowledge and context to draw conclusions and make predictions." Will anything count? Will teachers be consistent in their judgments? The authors are unclear on these points.

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Thus, this publication is probably most useful for inductive thinkers and already knowledgeable teachers who are looking for ideas.

(TC# 400.6WHOLAC)

Goodman, Yetta M., Dorothy J. Watson and Carolyn L. Burke. *Reading Miscue Inventory—Alternative Procedures*, 1987. Available from: Richard C. Owen Publishers, Inc., PO Box 585, Katonah, NY 10536, (800) 336-5588, fax: (914) 232-3977.

Miscue analysis includes a number of procedures to view what readers do when they read in order to understand the reading process. It is used to evaluate reading problems, as well as to provide information about student reading comprehension, strategies, and background knowledge. A miscue is essentially an "error" or "mistake" while reading. A retelling adds information about the reader's search for meaning and supports explanations about many of the reader's miscues. Results are used to plan instruction.

This book is a comprehensive discussion of theoretical underpinnings, procedures for miscue analysis, and use of results in instruction and student self-assessment. Although the procedures are theory and research based, the authors don't provide evidence of impact on students. Lots of sample student performances are included.

(TC# 440.3REAMII)

Guthrie, John T., Peggy Van Meter, and Ann Mitchell. *Reading Assessment: Performance Assessments in Reading and Language Arts.* Located in: Peter Afflerbach and Barbara Kapinus (Eds.), <u>The Reading Teacher</u> 48, November 1994, pp. 266-271.

The performance assessments reported by the authors for grades 3 and 5 are designed to enable students to perform seven tasks: (1) statement of prior knowledge, (2) searching, (3) drawing, (4) writing, (5) problem solving, (6) informational text comprehension, and (7) narrative text comprehension. Each assessment takes 4-6 days and is designed so that students learn something as well as being assessed. Three of the seven tasks are scored for conceptual understanding using a holistic rubric having five levels. There are also rubrics for other parts of the task: quality of searching skills, problem solving, and comprehension. Even though the scoring guides are a little sketchy and there is no technical information, the authors present some good ideas.

(TC# 440.3PERASR)

Hansen, Jane. *Literacy Portfolios Emerge.* Located in: <u>The Reading Teacher</u> 45, April 1992, pp. 604-607.

The author describes a sixth grade teacher's experience in developing a literacy portfolio for her students: both the steps needed to build the competencies required by students to put

together their own portfolios, and the classroom environment needed to encourage true student portfolio development. Some of the skills she had students practice were: discussing books; describing the reasons for the book choices they made; conducting a discussion without a teacher present; and discussing what, in their reading, still confuses them.

When students had the necessary skills, they were introduced to the concept of a "literacy portfolio" in which they show who they are as readers. This will then later build into "who the student wants to be as a reader," which requires additional skills in self-reflection and development of criteria.

(TC# 440.6LITPOE)

Hansen, Jane. ***Literacy Portfolios: Helping Students Know Themselves.*** **Located in: Educational Leadership 49, 1992, pp. 66-68. Also available from: University of New Hampshire, Morrill Hall, Curham, NH 03825.**

The author describes a K-12 project in which students are completely in control of what goes into their literacy portfolios, and any rationale is accepted at face value. The idea is to build self esteem and to help students get to know who they are as readers. Items from outside of school are encouraged. There is also some help in the article with how to get started and how to promote self-reflection. There is no discussion of criteria, but there are some examples of what students placed in their portfolios and why.

(TC# 400.3LITPOH)

Harcourt Brace & Company. ***Stanford Diagnostic Reading Test (SDRT)—Fourth Edition: Red, Purple, Brown, Blue and Green Levels*****, 1995. Available from: Harcourt Brace & Company, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 831-7799.**

The fourth edition of the SDRT (grades 1-12) has 4 parts—multiple choice, retelling, survey of interests and attitudes, and a survey of strategies. The multiple-choice tests cover different things at different grade levels; only vocabulary and comprehension are assessed at all grade levels. The retelling is scored for various aspects of story structure (e.g., setting, characters, and theme) and reading processes (e.g., critical analysis and use of prior knowledge) using a somewhat sketchy four-point holistic rubric that emphasizes "thoroughness" and "insight." Technical information is available from the publisher.

(TC# 440.3SDRT4)

Hetterscheidt, Judy, Lynn Pott, Kenneth Russell, et al. *Using the Computer as a Reading Portfolio*. Located in: Educational Leadership 49, 1992, p. 73. Also available from: Bellerive School, 666 Rue De Fleur, Creve Coeur, MO 63141.

The authors briefly describe their use of a commercially available Macintosh HyperCard system that allows their fifth grade students to scan writing, record themselves reading, give self-evaluations, and keep track of comments and other notes. The emphasis is on recording progress and allowing for self-reflection—samples are entered at various regular times during the school year.

(TC# 400.3USICOR)

Hill, Bonnie Campbell and Cynthia A. Ruptic. *Practical Aspects of Authentic Assessment—Putting the Pieces Together*, 1994. Available from: Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062, (617) 762-5577).

The authors discuss how to assess reading, writing, the content areas, and student attitudes using portfolios, anecdotal records, classroom observations, checklists, conference records, and developmental continuums. The book mentions involving parents, student self-reflection, reporting, and special students in the assessment process.

Checklists and developmental continuums are included for reading and writing. Some sample student work is included, but technical information is not. The information appears to be most appropriate for grades K-8.

(TC# 000.6PRAASA)

Hug, Jo-Anne. *Balanced Assessment for Improved Classroom Instruction and Student Learning*, September 1993. Available from: Alberta Education, Box 43, 11160 Jasper Ave., Edmonton, Alberta, Canada T5K 0L2, (403) 427-0010, fax (403) 422-4200.

This document is a set of handouts from a conference presentation. It briefly describes all three of Alberta's student assessment programs—diploma examinations (high school), achievement testing (grades 3, 6, and 9), and diagnostic evaluation (elementary reading and math, secondary communication skills). All of these use combinations of multiple choice and performance assessment.

Sample third grade reading and writing assessments are included: (1) a list of books for students to read; (2) the activities for students to complete as they read the book; (3) generalized scoring guides for marking student responses (predictions, story structure, retelling main events, characters, personal connections, and opinion; (4) response-to-reading task sheet and scoring guide (content/development, language and conventions); and (5) teacher and student experiences and opinion questionnaires.

No technical information nor sample student responses are included

(TC# 400.3BALASI)

Illinois State Board of Education. *Illinois Goal Assessment Program: Reading—Assessment Summary and Sample Reading Passages*, 1993; and *The Illinois Reading Assessment: Classroom Connections*, Revised 1994. Available from: Illinois State Board of Education, Department of School Improvement Services, School and Student Assessment Section, 100 N. 1st St., Springfield, IL 62777, (217) 782-4321.

In the *IGAP* reading test, "Each student reads two passages, one narrative (story-type) and one expository (informational-type) and answers questions that accompany each passage. Most questions test the students' understanding of the passage they read. Two questions that precede each passage assess students' familiarity with the topic of the passage. Two questions at the end assess students' knowledge of reading strategies. A set of short survey items that sample students' experiences in four reading and writing areas completes the assessment. The *IGAP* reading test uses a multiple-correct answer format. Each question (except the survey items) may have one, two, or three correct answers."

This document contains sample assessment materials from grades 3, 6, 8, and 10 (1993) and a general overview of the assessment procedure (1994).

(TC# 440.3ILLGOR3)

International Reading Association. *Portfolios Illuminate the Path for Dynamic, Interactive Readers*. Located in: Journal of Reading, May 1990, pp. 644-647.

This paper discusses the importance of classroom assessment in reading and how portfolios are one tool for this purpose. The authors present a general overview of what could be accomplished with students by doing portfolios, the importance of student self-reflection, and how portfolios might be used in the classroom.

(TC# 440.6PORILP)

Jablon, Judy R., Lauren A. Ashley, Dorothea B. Marsden, et al. *[The Work Sampling System] Omnibus Guidelines, Kindergarten through Fifth Grade, 3rd Edition*, 1994. Available from: Rebus Planning Associates, Inc., 1103 S. University Ave., Ann Arbor, MI 48104.

The *Omnibus Guidelines* presents grades K-5 developmental continuums in personal/social development, reading, writing, speaking, listening, mathematics, scientific thinking, social studies, the arts, and physical development. There are several specific skills in each area that are tracked across all six grade levels by providing both an overall description of what students at that grade level can do and specific indicators. For example, one skill under

reading is "constructing meaning from text." At the fourth grade level, students generally can "use a variety of strategies to gain meaning from text." Indicators might be: "uses contextual cues to interpret a newspaper article,""self-correcting errors when reading aloud," etc.

Although the continuums in this book have many nice features, some seem to be better than others. For example, the social studies continuums seem to lack thinking skills, and many statements lack clear definition of quality performance. For example, "uses different forms of writing to communicate" includes, at grade 5, indicators such as "taking notes and writing a letter stating a concern." Will any notes, no matter how skimpy or incorrect be sufficient, or do the notes have to have some level of quality?

(TC# 010.5OMNGUK)

Johnson, Nancy J. *Celebrating Growth Over Time: Classroom-Based Assessment in Language Arts*, 1993. Available from: Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9519.

This little booklet has a nice, friendly discussion of classroom techniques for keeping records of elementary student growth in reading and writing. The discussion includes anecdotal records, running records, projects, journals, reading logs, and student self-reflection. However, there is no discussion of features of student performance to look for during these activities—no performance criteria. For example, what kinds of student skills do you keep track of in anecdotal records?

The remainder of this booklet includes assessment checklists, profiles, and procedures developed by classroom teachers as a means of demonstrating the growth of the readers and writers in their classrooms.

(TC# 400.6CELGRO)

Johnston, Peter. *Steps Toward a More Naturalistic Approach to the Assessment of the Reading Process*. Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, 1990, pp. 92-143. Available from: Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648.

This chapter presents a rationale and guidelines for a more naturalistic approach to reading assessment. Such assessment consists of observations of children's skills within the context in which they normally occur. The chapter discusses the nature of decision making in education, the process of assessment from a naturalistic standpoint, the aspects of reading which should be assessed, and a contrast of the naturalistic approach to more traditional assessment approaches. In order to be able to implement his ideas, users must:

1. help teachers become sensitive observers and interpreters of children's behavior—the teacher is the assessment instrument; and

2. clarify the knowledge and behaviors to be observed.

(TC# 440.6STETOM)

Kay, Gary. *A Thinking Twist on the Multiple-Choice Question.* Located in: Journal of Reading 36, 1992, pp. 56-57.

The author uses a multiple-choice test with a twist—he has his community college students write down why they selected the answer they did and say why at least one of the other answers was wrong. He briefly describes the kinds of useful information that can be obtained in this way. This is an informal procedure and no technical information is available.

(TC# 440.6THITWM)

Kentucky Department of Education. *Kentucky Instructional Results Information System (KIRIS)*, 1993-94. Available from: Kentucky Department of Education, Division of Accountability, 1900 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601, (502) 564-4394.

The *Kentucky Instructional Results Information System* is an assessment program that monitors student achievement (grades 4, 8, and 12) in reading, social studies, science, and mathematics. The assessment has three parts: multiple choice/short essay, performance assessment, and portfolios. Assessment results place students in one of four performance levels: novice, apprentice, proficient, or distinguished. The document we received contains grade 4, 8, and 12 performance assessment items in reading, social studies, science, and mathematics. All items are paper and pencil. Task-specific scoring guides are included.

(TC# 060.3KIRIS94)

Khattri, Nidhi. *Performance Assessments: Observed Impacts on Teaching and Learning*, 1995. Available from: Pelavin Associates, 2030 M St. NW, No. 800, Washington, DC 20036.

The author attempted to document the impact of performance assessment on teaching and learning. The author visited 14 schools in fall 1994 and spring 1995 to examine student work; observe in classrooms; and interview school personnel, students and parents.

> The two strongest conclusions to be drawn from these findings are that: (1) students are being asked to write, to do project-based assignments, and to engage in group learning due to the use of performance assessments; and (2) as a result of project-based assignments, students are more motivated to learn. Furthermore, because of the use of performance-based assignments and the degree of freedom accorded to students in shaping their own work, teacher/teacher, teacher/student, and student/student collaboration also is evident. Increasingly, teachers are viewing students as active learners.
>
> All of the observed and reported effects, it must be emphasized, were mediated to a large degree by: (a) the form of the assessment (e.g., portfolio or performance event); (b) the degree of integration of the

assessment into the classroom; and (c) the level of support provided to incorporate the assessment into routine classroom activities.

The positive and intended effects on pedagogy are most evident for sites engaged in portfolio assessments, mostly because the portfolio format provides teachers and students control over products coupled with a structure for documenting student work and student progress on an ongoing basis.

The author states: "Performance assessments, thus, remain a *lever* for reform, but what exactly is to be leveraged still remains to be defined."

(TC# 150.6PERASO)

Kinney, Martha, and Ann Harry. *An Informal Inventory for Adolescents that Assesses the Reader, the Text, and the Task*. Located in: Journal of Reading 34, 1991, pp. 643-647.

The authors describe an informal procedure for assessing reading from a constructivist viewpoint. They use the procedure in grades 6-8 to look at use of prior knowledge, use of text structure, and making inferences.

The authors provide guidelines for selecting a text, making an outline of the knowledge structure of the text (to compare to student retellings), assessing prior knowledge (brainstorming and defining related vocabulary), assessing ability to gain information from reading (recalls, identifying referents and inference questions), and using the information once gathered. The authors also illustrate each step with an example. The method is theory based and well thought out, but no technical information is provided.

(TC# 440.6INFINA)

Kletzien, Sharon B., and Maryanne R. Bednar. *Dynamic Assessment for At-Risk Readers*. Located in: Journal of Reading, April 1990, pp. 528-533.

The Dynamic Assessment Procedure (DAP), most valuably used with at-risk readers of all ages, involves the following components:

1. Initial assessment of reading ability
2. Analysis of a student's reading processes and strategies
3. Presentation of a learning mini-lesson for one area in which the student needs assistance
4. Analysis of the student's ability to benefit from the mini-lesson

(TC# 440.3DYNASF)

Knight, Janice Evans. ***Coding Journal Entries.*** **Located in: Journal of Reading 34, 1990, pp. 42-47.**

This article describes a system for coding reading journal entries to promote student self-reflection and to improve reading strategies and comprehension. The impetus for this system came from the author's observation that many reading-journal entries were only superficial summaries of what was read. The author wanted to make journal entries more meaningful. Each journal entry is coded by the student and/or teacher on level of thinking, metacognitive strategies, and confusion. The coding system is integrated with instruction so that students learn good reading strategies, and then assess them in their own journal entries. Examples are:

1. Level of thinking—"R" means "recall," and "ℑ" means "inference, prediction, or cause and effect."

2. Metacognitive strategy—"S" means "summarize," and "SQ" means "self-questioning."

3. Confusion—"O" means that the entry does not say anything significant, and "?" means that the entry indicated student confusion.

(TC# 440.3CODJOE)

Koelsch, Nanette, Elise Brumbull Estrin, and Beverly Farr. ***Guide to Developing Equitable Performance Assessments*****, December 1995. Available from: WestEd, 730 Harrison St., San Francisco, CA 94107, (415) 565-3000, fax (415) 565-3012.**

This paper presents an excellent discussion of equity and cultural issues in performance assessment. It includes: (1) task development ideas, (2) seven tasks culturally appropriate for Navajo students, (3) a sample workshop outline, and (4) how assessment can mask rather than reveal student achievement. No technical information nor samples of student work are included.

(TC# 150.6GUIDEE)

Larter, Sylvia. ***Benchmarks: The Development of a New Approach to Student Evaluation*****, 1991. Available from: Toronto Board of Education, 155 College St., Toronto, ON, M5T 1P6, Canada, (416) 598-4931.**

Benchmarks are student performance assessment tasks tied to Provincial Educational goals. Each Benchmark lists the goals that are addressed, the task, and the task-specific holistic scale used to judge performance. Students are also rated on perseverance, confidence, willingness, and prior knowledge, depending on the Benchmark. There are 129 Benchmarks developed in language and mathematics for grades 3, 6, and 8. The percent of students in the sample tested at each score point (e.g., 1-5) are given for comparison purposes, as are other statistics (such

as norms), when appropriate. Anchor performances (e.g., what a "3" performance looks like) are available either on video or in hard copy.

This report describes the philosophy behind the Benchmarks and how they were developed. A few sample Benchmarks (without anchor performances) are provided in the appendices.

(TC# 100.6BENCHM)

Law, Barbara, and Mary Eckes. *We're Working Hardly: Emerging Literacy*, 1995. Located in: Assessment and ESL: On the Yellow Big Road to the Withered of Oz, Chapter 4, pp. 91-140. Available from: Peguis Publishers Limited, 100-318 McDermot Ave., Winnipeg, MB, Canada R3A 0A2, (800) 667-9673.

This document deals with developmental continuums in science, reading, and writing, and with strategies to get ESL students from one level to the next.

(TC# 490.3WERWOH)

***Levels of Document Literacy*. Located in: Journal of Reading 38, March 1995, p. 488-489. Available from: Journal of Reading, PO Box 8139, Newark, DE 19714.**

Educational Testing Service (ETS) has developed a developmental continuum of ability to use and interpret documents found in daily life such as bus schedules, paycheck stubs, product labels, and indexes. The continuum has five levels from 1=literal match between a bit of information in the document and a question, to 5=much drawing of inferences, consistency in processing complex information, or selecting information from several sources.

The short article reported on here contains the levels and a short example of each. More information about this study is in ETS *Policy Notes* 5, Summer 1992 from ETS Policy Information Center, Princeton, NJ 08541, (609) 734-5694.

(TC# 490.3LEVDOL)

Lidz, Carol. *Practitioner's Guide to Dynamic Assessment*, 1991. Available from: Guilford Press, 72 Spring St., New York, NY 10012, (800) 365-7006.

Dynamic assessment is used when one wants to know the responsiveness of the learner to intervention, the repertory of problem-solving processes or strategies employed by the student, and the means by which the change is best effected. The author describes some major applications of this approach—examination of general problem-solving abilities (a substitute for intelligence testing) and application to academic content (beginning reading and math).

However, the majority of the book is devoted to the presentation of two assessment devices developed by the author: The *Mediated Learning Experience Rating Scale* and the *Preschool Learning Assessment Device*. The former is designed to assess the types of instructional

strategies used by teachers. The latter is designed to assess the status and teachability of preschool student problem-solving abilities. Although the approach is general problem solving, there is some discussion of applying it to specific content areas.

(TC# 000.3PRAGUD)

Linn, Robert L. *Assessment-Based Reform: Challenges to Educational Measurement*, 1995. Available from: Educational Testing Service, Policy Information Center, Princeton, NJ 08541.

This paper traces the relationship of assessment to three reform movements: minimum competency testing; accountability testing; and the current reform movement which still emphasizes accountability but adds performance assessment, standards, and inclusion of all students. The paper outlines the hopes, goals, and rationale of each system, reasons why the first two evolved into the third, and current technical challenges associated with the third.

(TC# 150.6ASSBAR)

Maryland Assessment Consortium. *Performance Assessment Tasks Elementary Level, Volume 6* and *Performance Assessment Tasks Middle School, Volume 7*, 1994-95. Available from: Jay McTighe, Maryland Assessment Consortium @Frederick County Public Schools, 115 E. Church St., Frederick, MD 21701, (301) 694-1337, fax (301) 694-1800.

The Maryland Assessment Consortium has published two notebooks for sample performance tasks in language arts, science, social studies, and mathematics. Some tasks are integrated across these areas. *Performance Assessment Tasks, Volume 6* contains 13 elementary tasks and *Volume 7* contains 9 middle school tasks. Each task includes complete instructions, test booklets and scoring guide, extension activities, special education modifications, and references. Many tasks require several steps or portions related to a theme, group work, hands-on activities, reading and interpreting materials, and writing in subject matter areas. Performance criteria tend to be task-specific with separate criteria for each part of the task.

All tasks have been pilot-tested. No technical information nor sample student work are included. This document includes one sample elementary task and one sample middle school task. Full sets are available from the author.

(TC# 000.3PERAST)

Maryland Department of Education. ***Maryland School Performance Assessment Program,*** **1992. Available from: Gail Lynn Goldberg, Maryland Department of Education, Maryland School Performance Assessment Program, 200 W. Baltimore St., Baltimore, MD 21201, (410) 333-2000.**

Maryland has released six performance tasks that illustrate the 1992 assessment. This review is based on three of them, one task at each of grades 3, 5 and 8. The tasks are integrated across subject areas and use some combination of information and skills in science, math, writing, reading, and social studies. The three tasks we have relate to the weather (Grade 3), snowy regions of the country (Grade 5) and collisions (Grade 8). Each task has both individual and group work and proceeds through a series of exercises that require reading, designing and conducting experiments, observing and recording information, and writing up results.

Student responses are scored using two basic approaches: generalized holistic or analytical trait scoring for the "big" outcomes such as communication skills, problem solving, science process skills, and reasoning; and specific holistic ratings of conceptual knowledge and applications. For example, the task on collisions is scored both for knowledge of the concepts of mass and rate/distance, and for general science process skills (collecting and organizing data, and observation) and communication skills. Thus, some scoring guides are generalized across tasks, and some list specific features from individual tasks to watch for.

The materials we have allude to anchor performances and training materials, but these are not included in our samples. Neither information about student performance, nor technical information about the tests is included.

(TC# 060.3MARSCP)

Massachusetts Educational Assessment Program. ***On Their Own: Students' Response to Open-Ended Tests in Reading,*** **1991. Available from: Massachusetts Department of Education, 350 Main St., Malden, MA 02148, (617) 388-3300.**

The document we received contained assessment materials for grades 4, 8, and 12 covering a period of three years (1988-1990) in four subject areas (reading, social studies, science and math). This entry describes only the 1990 assessment in reading. The open-ended reading assessment is based on the notion that students do not simply acquire knowledge from text, but rather construct meaning, relate information and themes to their own lives, and critically analyze materials. Reading is also a powerful context for critical thought.

Students were asked to read various passages including poems, stories, information, and materials from daily life (e.g., advertisements). They responded to questions about metaphor, themes, predicting actions or reactions of characters, identifying the most important information, reading strategies, use of context to interpret meaning, and writers' stance. This

entry contains sample items and student responses, plus an introduction to the thinking behind the approach. No performance criteria are included.

(TC# 440.3ONTHEOr)

McCormick, Sandra, Robert Cooter, and John McEneaney. *Assessment of Disabled Readers: A Survey of Current Teacher Beliefs and Practices.* Located in: Journal of Reading 35, 1992, pp. 597-599.

This paper reports on an International Reading Association survey of membership to find out current teacher beliefs and practices concerning assessment. The results might be useful for planning professional development events. For example, in response to the question, "What specific questions would you like to have answered about the assessment of disabled readers?" the five most common responses were:

1. How can assessment information be translated into instructional practice?
2. What do research and practice suggest is the best approach to assessment?
3. How are portfolios and writing assessment being used to assess disabled readers?
4. What are whole language assessment techniques and how do they compare to traditional diagnostic methods?
5. What is the role of attitude, home environment, and parental involvement in diagnosis and remediation?

(TC# 440.6ASSDIR)

McDonald, Joseph P., Sidney Smith, Dorothy Turner, et al. *Graduation by Exhibition—Assessing Genuine Achievement*, 1993. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 549-3891.

This book discusses a strategy for school reform called "planning backwards from exhibitions" in which schools postpone consideration of change in order to first consider what the school's aim is for students and how they will know if they succeed. Schools define a vision of what they want for graduates by proposing a vision of what tasks they want them to do well. Having imagined the tasks, they compare the vision against reality. Then they plan backwards what students would need to know and be able to do at various grades or ages in order to achieve the goal by grade 12. This booklet describes this process using three case studies, emphasizing different final tasks (called "platforms")—writing position papers, inquiring and presentating, and participating in discussion seminars.

(TC# 150.6GRAEXA)

McKenna, Michael, and Dennis Kear. ***Measuring Attitude Toward Reading: A New Tool for Teachers.*** **Located in: The Reading Teacher 43, May 1990, pp. 626-639.**

This paper reports on the development of the *Elementary Reading Attitude Survey* for use in grades 1-6. There are 20 items, 10 on academic reading and 10 on recreational reading. Students read each question (such as "How do you feel about spending free time reading?") and then indicate their response by circling one of four Garfield cartoon characters drawn to show different levels of excitement or boredom.

The complete instrument, along with administration instructions and norms (based on 18,000 students) are included. Some reliability and validity information is also given. As with other measures of this type, estimating validity is problematic because it involves identifying other measures of attitude with which to compare self-ratings. In this case, the authors compared self-ratings to whether or not the student had a library card, the number of books currently checked out, amount of television watched, and holistic teacher ratings of student ability. Because of the inherent conceptual problems here, the instrument is best used informally.

(TC# 440.3MEATOR)

McTighe, Jay. ***Developing Performance Assessment Tasks: A Resource Guide*****, October 1994. Available from: Maryland Assessment Consortium, c/o Frederick County Public Schools, 115 E. Church St., Frederick, MD 21701. (301) 694-1337.**

This is a notebook of performance assessment "must reads." The authors have assembled their favorite papers on: definitions, overview of performance assessment, and designing performance tasks and criteria. The notebook also contains Maryland's learner outcomes.

(TC# 150.6DEVPEA)

McTighe, Jay. ***Maryland School Performance Assessment Program—Reading, Writing, Language Arts,*** **1991. Available from: Maryland State Department of Education, 200 W. Baltimore St., 5th Floor, Baltimore, MD 21201, (410) 333-2000.**

This document contains: Maryland's philosophy for developing performance assessments; statements of targets in reading, language arts and math; a description of the *Dimensions of Thinking* framework (published by ASCD and adopted by Maryland to develop assessments of student thinking); and a description of Maryland's thematic reading tests.

The reading targets include reading for different purposes; constructing meaning from the text using reading skills, strategies, and background knowledge; and interacting in different ways with various types of texts. The "thematic" reading format involves using the same passage and answering a series of short answer questions, and then writing an essay.

(TC# 400.3MDRWLA)

Meltzer, Lynn J. *Surveys of Problem-Solving & Educational Skills*, 1987. Available from: Educator's Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02138, (617) 547-6706, (800) 225-5750.

Although this is a test published primarily for diagnosing learning disabilities for students aged 9-14, it has some interesting ideas that could be applied more generally. There are two parts to the test—a more-or-less standard, individualized aptitude test, and a series of achievement subtests. In addition to decoding skills, vocabulary knowledge, and the ability to separate words in a paragraph that has no word spacing, the reading subtest also requires an oral retelling of a story and oral responses to comprehension questions. The oral retelling is scored on order of recall, amount of recall, and the recall of important ideas in the passage.

The most interesting part of this test, however, is that after each subtest is administered, the teacher is guided through an analysis of the student's strategies in completing the task—efficiency of approaching tasks, flexibility in applying strategies, style of approaching tasks, attention to the task, and responsiveness during assessment. In the aptitude portion of the test, the teacher also assesses the student's ability to explain his/her own strategies.

A review of this instrument in *The Reading Teacher*, November 1989, concluded that, since there is little evidence of validity presented by the author, the test should be used informally for classroom assessment. The reviewer also states: "The SPES, rather than attempting to measure underlying cognitive abilities, instead appears to emphasize underlying strategy awareness and use. This orientation appears to reflect the important recent developments in educational thinking, emphasizing the child as a problem solver who uses intentionally selected strategies to improve understanding and learning." (p. 176)

(TC# 010.3SUROFP)

Meyers, Joel, Susan Lytle, Donna Palladino, et al. *Think-Aloud Protocol Analysis: An Investigation of Reading Comprehension Strategies in Fourth- and Fifth-Grade Students.* Located in: Journal of Psychoeducational Assessment 8, 1990, pp. 112-127.

The authors used "think alouds" to assess 4th and 5th grade students' use of such reading strategies as reasoning, elaboration, signaling understanding, analysis, judging, and monitoring doubts while they were reading three fictional passages. Use of strategies was stable across passages for the students. Reasoning and signaling understanding was significantly related to reading comprehension. The list of strategies is provided, but there are no samples of student speech to illustrate them.

(TC# 440.3THIALP)

Ministry of Education and Training [Victoria, Australia]. ***English Profiles Handbook, Assessing and Reporting Students' Progress in English*****, 1991. Available from: Touchstone Applied Science Associates, Inc., Fields Ln., PO Box 382, Brewster, NY 10509, (914) 277-4900, fax (914) 277-3548.**

The *English Profiles Handbook* describes student proficiency in speaking, reading and writing in terms of developmental continua. There are nine bands that describe clusters of behaviors from the least to the most sophisticated. For example, writing band "A" denotes such student behaviors as: "uses writing implement to make marks on paper," and "comments on signs and other symbols in immediate environment." Writing band "I" denotes such behaviors as: "writes with ease in both short passages and extended writing," and "extended arguments are conveyed through writing." The authors point out the benefits of this approach—the bands direct teachers' attention to growth in literacy, they give teachers a common vocabulary for talking about such growth, and they allow students and parents to observe growth.

The booklet also: (1) provides some guidance on how to make and record observations, including the classroom tasks within which teachers might make their observations; and (2) discusses how to promote consistency in judgments between teachers (without using technical terminology). The handbook is designed for informal classroom use. No technical information is available.

(TC# 400.3ENGPRH)

Morrow, Lesley. ***Retelling Stories as a Diagnostic Tool.*** **Located in: Susan Mandel Glazer, Lyndon W. Searfoss, and Lance M. Gentile (Eds.),** **<u>Reexamining Reading Diagnosis: New Trends and Procedures</u>****, 1988, pp. 128-149. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

The author: (1) provides a set of instructions to guide student retelling of a reading passage; (2) includes a sample checklist to use when analyzing the retelling for comprehension; (3) provides an example of how to analyze a retelling to show knowledge of setting, theme, resolution, and sequence (story structure); and (4) presents one technique for analyzing the retelling for average length of clauses and syntactic complexity (to assess language complexity). No technical information is included.

(TC# 440.3RETSTD)

Myerberg, N. James. ***Inter-rater Reliability on Various Types of Assessments Scored by School District Staff*****, 1996. Available from: Montgomery County Public Schools, 850 Hungerford Dr., Room 11, Rockville, MD 20850.**

This is a paper presented at the annual meeting of The American Educational Research Association in April 1996 in New York.

The author relates his district's attempts to craft their large-scale assessment so that teachers get more useful feedback. They felt that the best way to accomplish this is to have teachers score the assessments. However, the assessment information is also used for high-stakes decisions, so the information generated by the raters had to be highly reliable. the author discusses how they tried to balance these two goals in grades 3-8 and what happened. The basic conclusion is that you can use teachers to score high-stakes performance assessments if training is careful and thorough. Technical information is included.

(TC# 150.6INTREV)

Noble, Audrey J. and Mary Lee Smith. ***Old and New Beliefs About Measurement-Driven Reform: "The More Things Change, the More They Stay the Same," CSE Technical Report 373*****, April 1994. Available from: National Center for Research on Evaluation, Standards and Student Testing (CRESST), 10920 Wilshire Blvd., Suite 900, Los Angeles, CA 90024, (310) 206-1532.**

The authors analyze the reasons for the failure of Arizona's large-scale performance assessment innovations. They cite:

- While beliefs about instruction and assessment changed, the negative consequences traditionally associated with large-scale assessment did not
- Test administration was timed, students could not work collaboratively, and teachers could not act as mediators
- Limited attention was given to staff development

The authors conclude, "Its (Arizona Student Assessment Program's) focus on compliance and control in effect undermines its potential to create the context necessary for educators to develop the level of competence desired by those who hope to reform education."

(TC# 150.6OLDNEB)

Oregon Department of Education. ***Oregon Open-ended Reading Assessment,*** **1993. Available from: Oregon Department of Education, 255 Capital St., NE, Public Service Bldg., Salem, OR 97310, (503) 378-8004.**

Oregon is experimenting with assessing student reading ability in grades 4, 7, and 10 using a procedure in which students read a complete passage (6 pages or so) and answer a series of essay questions, such as: "What is your first response to this story?" "Explain how your own experiences helped you understand the story," and "Brian has always had good feelings about the outdoors. Do you think his opinion has changed? Explain your reasons." Passages are narrative, expository and persuasive. Some tasks require both individual and group work. Tasks extend over several days.

Student reponses are scored on 4 dimensions: constructing meaning, making connections within text, making connections beyond text, and risk taking. Student responses to the complete set of questions are scored together. Two readers score each response.

This document includes one complete fourth grade reading task, 3 complete student performances on this task (rated high, medium and low), miscellaneous student reponses from parts of other fourth grade tasks, the 4-trait scoring guide, the rationale and procedures for the assessment, survey results of student response to the task, specifications for designing reading performance tasks, and score distributions from the 1993 pilot test.

(TC# 440.3OREOPE)

Paratore, Jeanne R., and Roselmina Indrisano. ***Intervention Assessment of Reading Comprehension.*** **Located in: The Reading Teacher, April 1987, pp. 778-783.**

This article describes an assessment procedure designed to both assess a student's present performance and to discover the facility with which that student can be taught. The procedure examines the student's ability to employ reading strategies (such as using background knowledge to predict passage content and using knowledge of passage structure to aid comprehension) both independently, and with modeling, if needed.

(TC# 440.3INTASO)

Peers, Michele G. ***A Teacher/Researcher's Experience with Performance-Based Assessment as a Diagnostic Tool."*** **Located in: Journal of Reading 36, April 1993, pp. 544-548. Also available from: International Reading Association, PO Box 8139, Newark, DE 19714.**

This paper describes one teacher's attempt to gain information about college students' skills in reading, research, forming and supporting a position, and writing (rhetorical and mechanical skills) by adapting performance assessment materials developed by the Center for Reading and Language Studies at Indiana University. The author used a task that required students to learn about a water shortage problem, and devise a solution. The article is a nice non-technical presentation of her rationale, procedures, scoring guide and discoveries, both about her students and about the assessment itself. The scoring guide is a seven-point scale that assesses three dimensions of reading and writing—control of reading, control of content, and control of language.

(TC# 400.6TEAREE)

Pelavin Associates, Inc., Ed. *Implementing Performance Assessment—Promises, Problems, and Challenges—DRAFT*, 1994. Available from: Pelavin Associates, Inc., 2030 M St, NW, Suite 800, Washington, DC 20036, (202) 785-3308, fax: (202) 785-0664.

This book is a collection of nine papers on performance assessment that cover technical issues, cost, different types of performance assessments, and equity. These are somewhat technical and should be used as advanced reading.

(TC# 150.6IMPPEA)

Perlman, Carole. *The CPS Performance Assessment Idea Book*, November 1994. Available from: Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609.

This handbook was developed to assist educators in developing performance assessments. Its most notable feature is a bank of over 90 sets of rubrics for assessing student performance in various grade levels and subject areas—reading, writing, mathematics, science, social studies, and fine arts. (Use caution—the rubrics are of varying levels of quality.) There are also well written sections on how to develop rubrics and performance tasks, and how to evaluate the quality of rubrics and performance tasks.

(TC# 000.3CPSPEA)

Peterson, Anita A. *Developing One Type of Performance Assessment: A Criterion-Referenced Reading Assessment*, 1993. Available from: Kamehameha Schools, 1887 Makuakane St., Honolulu, HI 96819, (808) 842-8832.

The author describes a reading assessment currently under development for students in grade 3. Actual reading texts are not included; however, specifications for selecting text materials and writing open and multiple-choice questions are provided in detail. In fact, this is an excellent example of clear test specifications. Some scoring guidelines are also provided, as are some statistics from the May 1992 administration.

(TC# 440.3DEVONT)

Phillips, Linda. *Test of Inference Ability in Reading Comprehension*, 1989. Available from: Institute for Educational Research and Development, Memorial University of Newfoundland, St. John's, NF A1B 3X8, Canada, (709) 737-2345.

The *Test of Inference Ability* was designed to measure one component of reading comprehension—inferencing ability. It was designed for grades 6-8, to be given in one class period, and uses full-length passages of three types: expository, narrative and descriptive. There are parallel multiple choice and open-ended response versions. There are 12 questions per passage. The questions for the multiple-choice version and the constructed-response versions are the same.

In the multiple-choice version the students can earn from 0 to 3 points depending on his or her choice. Three points are awarded when the choice is both consistent and complete, two for a partially correct answer, 1 for a text-based answer and 0 for a wrong answer. The constructed-response version also assigns 0-3 points for each response; the multiple-choice options are given as models for assigning points in the constructed-response version.

Although scoring is task-specific, the authors provide a generalized holistic 0-3 scale for judging completeness and consistency (the criteria the authors use to judge student ability to infer) and provide the reasoning behind assigning some of the responses to different point values. This provides some of the help needed to apply the concepts of consistency and completeness to reading tasks other than those on the test.

All in all this appears to be a fairly well thought out and researched instrument.

(TC# 440.3TESINA)

Pikulski, John. ***The Assessment of Reading: A Time for Change?*** **Located in: The Reading Teacher, October 1989, pp. 80-81.**

The author presents a listing of ways that assessment in reading is changing. His suggestions are based on standardized, nationally normed tests and include such comments as: "Assessment of reading must shift from being test-centered to being teacher- and pupil-centered," and "The form of reading assessment must reflect the goals of instruction and the dynamic, constructionist nature of the reading process."

(TC# 440.6ASSREA)

Pikulski, John. ***Informal Reading Inventories (2nd Ed.).*** **Located in: The Reading Teacher, March 1990, pp. 514-516.**

This article describes the latest editions of four popular informal reading inventories: Analytic Reading Inventory (ARI—1989), Basic Reading Inventory (BRI—1988), Classroom Reading Inventory (CRI—1989), and Informal Reading Inventory (IRI-BR—1989). The author feels that the IRI-BR and the ARI have the greatest breadth of assessment materials; that the ARI would be the inventory of choice for an examiner who wants to assess science and social studies; the CRI would be good for disabled readers; and the IRI-BR is best for assessing reading beyond grade nine difficulty.

(TC# 440.1INFREI2)

Polakowski, Cheryl. ***Literacy Portfolios in the Early Childhood Classroom.*** **Located in: Laura Grosvenor, et al., Student Portfolios, 1993, pp. 47-65. Available from: National Education Association (NEA) Professional Library, PO Box 509, West Haven, CT 06516, (800) 229-4200.**

This paper is one of several in a book written by teachers participating in projects to take control of assessment and align assessment to their whole-language instruction. The author describes a kindergarten portfolio system that includes: a self-portrait, interviews with the child and parent, concepts about print, word awareness (spelling), a sight word list, a reading sample, a writing sample, attendance, and a story retelling. Teachers assemble the portfolio. The author includes a discussion of the steps the teachers pursued in developing their portfolio system, help with what worked best and interacting with parents, hints on time management, a nice developmental continuum for reading and writing (with six stages), interview questions, the word awareness activity, sample sight word list, instructions for the reading sample, miscue analysis and retelling, and record keeping forms. No samples of student work or technical information is provided.

(TC# 440.3LITPOC)

Province of British Columbia. ***Supporting Learning—Understanding and Assessing the Progress of Children in the Primary Program—A Resource for Parents and Teachers,*** **1991. Available from: Ministry of Education, Province of British Columbia, Parliament Buildings, Victoria, BC V8V 2M4, Canada (604) 387-4611, fax (604) 356-2504.**

This document was produced to clarify what is known about the development and learning processes of students aged 3-13 and to explain changes in assessment. There are very nice summaries of the research on how children learn (p. 7); how and why instruction and assessment have changed (p. 10); the idea of tracking student progress using developmental continuums; and gathering information using collections of student work, discussions with students, and observation. The document includes developmental continuums for aesthetics, social responsibility, formal reasoning, physical ability, reading, writing, and mathematics.

(TC# 070.3SUPLEU)

Psychological Corporation, The. ***Alternative Model Assessment Package (AMAP)—Language Arts,*** **1993. Available from: The Psychological Corporation, Order Service Center, PO Box 839954, San Antonio, TX 78283, (800) 228-0752, fax (512) 270-0327.**

The AMAP is a series of performance tasks in math and language arts for grades 3-10. The language arts component has three parts. First, students read a complete passage (narrative or expository) and answer 6-8 open-ended questions such as, "On the lines below, write one short passage from the story that shows the boys have a special friendship," or "This is your page to write anything else about your understanding of this story..." Second, students work together in small groups to answer one or more questions such as, "With your group think

about how the story could have been different, if..." Finally, students individually write in response to a prompt related to the story.

Students get two holistic scores—one for their answers to part one and a second for their essay in part three. Group work is not scored. The rubric for part one is very similar to that used in the California reading assessment—a six-point scale emphasizing insight, risk-taking, and challenging the test. Part three scoring is primary trait—a different holistic rubric is used depending on the type of writing—expressive, persuasive, autobiographical, reflective, problem/solution, interpretation, or evaluation.

The materials we have include a sample student test booklet, administration instructions, and scoring guide. No sample student work nor technical information is included.

(TC# 400.3AMAP-L)

Psychological Corporation, The. ***GOALS: A Performance-Based Measure of Achievement—Reading,*** **1993. Available from: The Psychological Corporation, Order Service Center, PO Box 839954, San Antonio, TX 78283, (800) 228-0752.**

GOALS was designed as an intermediate between multiple-choice and performance assessment. Students read short passages and write short answers to fairly standard comprehension questions such as: thinking about characters, events, situations, facts and settings; suggesting appropriate reading strategies; and using thinking skills to determine fact vs. opinion, to identify supporting evidence, and to predict what will happen next. This has the flavor of a multiple-choice test; the difference is that students write short answers instead of choosing answers from a list. Both narrative and informational passages are used for all levels except Level 1. Scoring is done on a four-point scale (0-3) in which "3" is "The student response is correct/logical (or very nearly so) and is clearly based on relevant and explicit information in the passage. All parts of the question are fully answered." This generalized rubric is used for all responses. Sample student answers for each score point on each exercise are provided. The documents we have contain little rationale for the questions or passages and no technical information. Presumably this is available from the publisher upon request.

(TC# 440.3GOALSr)

Rea, Dean W. and David K. Thompson. ***Designing Transformative Tests for Secondary Literature Students.*** **Located in: Journal of Reading 34, 1990, pp. 6-11.**

The authors propose designing open-ended questions for students that are based on entire reading selections rather than on excerpts. Open-ended questions should represent three levels of comprehension: literal, interpretive, and applied. Examples of such questions are provided for three reading selections. Criteria for evaluating the responses of students are also included although they are somewhat sketchy. No technical information is included.

(TC# 440.6DESTRF)

Regional Educational Laboratory Network Program. ***Facilitating Systemic Change in Science and Mathematics Education: A Toolkit for Professional Developers*****, 1995. Available from: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810, (508) 470-0098, fax (508) 475-9220.**

This *Toolkit* was produced collaboratively by all 10 regional educational laboratories. The purpose is to "broaden and strengthen the expertise of individuals currently helping teachers and schools improve science and mathematics teaching and learning." It is designed as a series of activities that can be used with a variety of audiences. Sections include activities for developing skills in and knowledge about (1) setting the stage for reform, (2) effective science and math education, (3) effective dissemination strategies, (4) effective professional development, and (5) effective change strategies.

(TC# 000.6FACSYC)

Rhodes, Lynn K., Ed. ***Literacy Assessment—A Handbook of Instruments*****, 1993. Available from: Heinemann, A Division of Reed Publishing Inc., 361 Hanover St., Portsmouth, NH 03801, (603) 431-7894.**

This document includes a series of information-gathering instruments in the following areas: reading attitudes, comprehension strategies, miscues, writing attitudes, spelling, and student self-assessment. It also includes a form for observing whole language teaching. Most examples are teacher developed. Some are more complete than others (e.g., they include the instrument and help with scoring/analysis). There is no context setting in the sense of describing current thinking about goals for students and how the instruments fit in. Therefore, it requires knowledgeable teachers who already have a sense of what information they want to collect and why, and how to use it. The document looks like something appropriate for beginners but, in actuality, it requires knowledgeable users to use it well. There is a good bibliography of developmental continuums.

(TC# 400.3LITASH)

Riverside Publishing Company, The. ***Arizona Student Assessment Program—Reading, Form 8A, Assessment 5*** **and** ***Writing, Form 12A, Assessment 7*****, 1993. Available from: The Riverside Publishing Co., 8420 Bryn Mawr Ave., Chicago, IL 60631, (800) 323-9540.**

The Arizona Assessment Program has developed short and extended response tests for grades 3, 8, and 12 in social studies, reading, mathematics, science, and writing. One 8th-grade reading task (poem) and one 12th-grade writing task (writing comparisons of two political

cartoons). The tasks require comprehension, use of prior knowledge, and thinking skills. All scoring is task specific. No technical information is included.

(TC# 400.3ASAPr,w) IN-HOUSE USE ONLY

Riverside Publishing Company. *Performance Assessments for ITBS, TAP and ITED*, 1993. Available from: The Riverside Publishing Company, 8420 Bryn Mawr Ave., Chicago, IL 60631, (800) 323-9540, fax (312) 693-0325.

Riverside publishes a series of open-response items in the areas of social studies, science, mathematics, and language arts. They supplement achievement test batteries available from the publisher: ITBS, TAP, and ITED. Nine levels are available for grades 1-12. Each level uses a scenario to generate a series of related questions, some of which have only one right answer, and others of which are more open-ended and generative. No information about scoring, no sample student performances, and no technical information was included in the materials we received. However, the publishers catalog indicates that scoring materials are available and that the tests are normed.

(TC#060.3PERAST)—IN-HOUSE USE ONLY

Roe, Mary, and Carol Vukelich. *Portfolio Implementation: What About R for Realistic?* Located in: Journal of Research in Childhood Education 9, 1994, pp. 5-14.

The research in this paper follows the use of literacy portfolios by kindergarten teachers. The intent was to document the items chosen by teachers to document student literacy learning and to examine benefits and problems of portfolio use. One main conclusion is that district requirements for assessment (discrete skills and grades) made it necessary for teachers to use a double system of recordkeeping. This tended to undermine the intent of the portfolios.

(TC # 400.6PORIMW)

Roskos, Kathleen A., and Susan B. Neuman. *Of Scribbles, Schemas, and Storybooks: Using Literacy Albums to Document Young Children's Literacy Growth.* Located in: Young Children 49, January 1994, pp. 78-85. Available from: National Association for the Education of Young Children, 1509 16th St. NW, Washington, DC 20036.

This gentle paper describes the use of "literacy albums" in both documenting early literacy development and in beginning to have students take control of their own learning. The article covers early literacy development, indicators of development, and how to assemble and use a literacy portfolio. No technical information is included. Some student work and checklists are included.

(TC# 070.3OFSCRS)

Roswell, Florence G., and Jeanne S. Chall. *Creating Successful Readers—A Practical Guide to Testing and Teaching at All Levels*, 1994. Available from: The Riverside Publishing Company, 8420 Bryn Mawr Ave., Chicago, IL 60631, (800) 323-9540.

This book is definitely written for teachers with responsibility for designing educational programs for students with reading difficulties. The authors have the following philosophy: "...the most effective approach to improving the reading achievement of individuals who have fallen behind is through a direct assessment of their status and pattern of strengths and weaknesses in reading and related areas, followed by instruction that is based on this information."

The authors also produced the *DARTTS*, published by Riverside. This book provides a longer discussion of the philosophy behind, and use of, strategies similar to those in the *DARTTS*. Specifically it discusses both diagnostic batteries to pinpoint reading problems and "trial lessons" to identify effective teaching strategies. A nice developmental continuum and 20 case studies for reading are included.

(TC# 440.6CRESUR)

Roswell, Florence G., and Jeanne S. Chall. *Diagnostic Assessments of Reading (DAR)* and *Trial Teaching Strategies (TTS)*, 1992. Available from: Riverside Publishing Company, 8420 Bryn Mawr Ave., Chicago, IL 60631, (800) 323-9540, fax (312) 693-0325.

The *DARTTS* is an assessment/instructional package that combines fairly traditional, individualized reading testing with sample lessons designed to find suitable methods for teaching students to read. Since there was no discussion of the theoretical underpinnings for the tests, it was difficult to evaluate their comprehensiveness; however, they appeared to be fairly traditional: word recognition, vocabulary, spelling, oral miscue analysis and silent reading comprehension (based on simple multiple-choice questions). The interesting part is the attempt to link results with instruction. However, there was also no rationale given for the instructional strategies provided, so it is up to the reader to judge appropriateness and correspondence to current theories of reading.

(TC# 440.3DARTTS)

Royer, James. *The Sentence Verification Technique: A New Direction in the Assessment of Reading Comprehension.* Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, 1990, pp. 144-181. Available from: Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648.

The *Sentence Verification Technique* is called a measure of reading achievement, as opposed to a measure of reading ability. This procedure entails developing four variations of sentences in a passage:

1. The original sentence

2 A paraphrase of the original sentence that does not change its meaning

3 A change in one or two words in the sentence so that the meaning is changed

4 A sentence with the same syntactic structure as the original sentence, but which is unrelated in meaning to any sentence that appeared in the passage

Students identify which sentences are "old" (types 1 and 2), and "new" (types 3 and 4). The instrument is based on theory and the author describes a number of studies done on this technique to establish its validity.

(TC# 440.6SENVET)

Salinger, Terry. ***Classroom-Based and Portfolio Assessment for Elementary Grades.*** **Located in: Carolyn Hedley, Dorothy Feldman, and Patricia Antonacci (Eds.),** **Literacy Across the Curriculum, 1992, pp. 133-155. Available from: Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648.**

This paper discusses the current state of assessment and makes two suggestions for its improvement: taking advantage of the assessment opportunities within classroom instruction interactions, and using portfolios to assess literacy growth. Of special interest:

- A list of 14 questions that must be addressed when planning alternative assessments
- Examples of classroom opportunities for observing students
- A discussion of the necessity for clear criteria for success and for clearly communicating criteria to students
- A rubric for assessing literacy portfolios. Included are writing, reading and content area knowledge (six levels of achievement are specified)
- Other ways to assess portfolios in addition to using rubrics—more open-ended examinations and posing individual questions
- Ideas for grading using portfolios

(TC# 400.6CLABAP)

Salinger, Terry, and Edward Chittenden. ***(Focus on Research): Analysis of an Early Literacy Portfolio: Consequences for Instruction.*** **Located in: Language Arts 71, October 1994, pp. 446-452.**

The authors discuss findings from research with the South Brunswick, NJ, schools, where an Early Literacy Portfolio has been in use across the district for over five years. The purpose of the portfolio, in its current form, is to help teachers document students' literacy learning in a

way that is responsive to each child's capabilities. Teachers assemble the information reports at roughly the same times in the school year. Content includes writing samples, story retellings, oral reading records, invented spelling, a sight-words inventory, interviews with parents and students, and self-portraits. Portfolios are kept throughout the primary grades.

Student literature progress is assessed using a developmental continuum. To promote consistency in scoring, teachers get together each year to rate a sample of portfolios. The authors also report on a study of the effects of the portfolio on instruction, through interviews, and discuss issues that arose during implementation.

(TC# 440.3ANAEAL)

Sammons, Rebecca Bell, and Beth Davey. ***Assessing Students' Skills in Using Textbooks: The Textbook Awareness and Performance Profile (TAPP).*** **Located in: Journal of Reading 37, December 1993-January 1994, pp. 280-286. Also available from: The University of Maryland, 1117 Benjamin Bldg., College of Education, College Park, MD 20742.**

The authors describe an interview procedure that teachers can use to gain information about student (grade four and above) proficiency in the use of textbooks. The *TAPP* has three sections:

1. a metacognitive interview to investigate the student's perceptions of how the textbook is used both in and out of the classroom;

2. a series of tasks to assess the student's ability to interact with the textbook; and

3. a summary sheet to record observed strengths and needs.

The assessment takes about 45-60 minutes and can be used with textbooks in any subject area. A couple of examples of use with students are provided. The paper provides enough information to decide on whether to use it; additional information would have to be obtained from the authors in order to actually use it with students. The procedure has been pilot-tested but technical information is not included in the article.

(TC# 440.3ASSSTT)

Sebesta, Sam L., Dianne L. Monson, Helene Doces Senn. ***A Hierarchy to Assess Reader Response.*** **Located in: Journal of Reading 38, March 1995, pp. 444-450.**

The author's premise is that "the study of literature must involve not only consideration of the literary work itself but also concern for the way in which students respond to the literary work." In other words, reading goals for students should include more than comprehension of what is read; we should also track development in aesthetic response—what the words stir up for the user—associations, ideas, attitudes, sensations, or feelings.

The authors present a nine-stage developmental continuum to track development of aesthetic response. They used a developmental continuum rather than a taxonomy of discrete skills because discrete skills lead to fragmenting assessment of each skill in isolation, e.g., "let's write one test question for each skill." The authors believe that aesthetic response is more fluid, emergent, and holistic. Some technical information is reported.

(TC# 440.3HIEASR)

Serrano, Claudia. *A Look at Portfolio Assessment in San Diego High School's Sophomore House,* 1991. Available from: San Diego City Schools, 4100 Normal St., Room 3133, San Diego, CA 92103, (619) 298-8120.

This paper describes an interdisciplinary (physics, math, and English) portfolio system for tenth graders that supports block scheduling in an inner city magnet school. Students keep a notebook of all work in each class. Class portfolios are developed from selected work in the notebook. Class portfolios are used as the basis for the culminating "House Portfolio" in which students select work to demonstrate that they have attained specified learning goals. The "House Portfolio" also includes written reflection and a final exhibition of mastery.

The document includes student instructions for assembling the portfolio, an entire student portfolio, instructions for a formative oral presentation of their portfolio, checklists and evaluation forms, and assistance with reflective writings and exit exhibitions. No technical information is included.

(TC# 000.3LOOPOA)

Shannon, Albert. *Using the Microcomputer Environment for Reading Diagnosis.* Located in: Susan Mandel Glazer, Lyndon W. Searfoss, and Lance M. Gentile (Eds.), <u>Reexamining Reading Diagnosis: New Trends and Procedures</u>, 1988, pp. 150-168. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.

The author maintains that "the reading- and language-related microcomputer environment allows students to engage in four language-generating activities: drill and practice, tutorial, adventure/simulation and problem solving, and composing/writing. Each of these environments provides opportunities to diagnose students' language fluency, composing abilities, expression of self-concept, view of the world, and story sense."

The author describes how microcomputers are currently used for each of the language-generating activities, outlines the types of information that can be obtained from watching students interact with the computer in each area, and presents a checklist to use when observing students using each type of program. Checklist items include things such as

confidence when using the program, apparent motivation, ability to predict and control software, metacognitive strategies, ability to understand instructions, and writing features.

(TC# 440.3USIMIE)

Shapley, Kelly S. and Marcelo F. Pinto. *Can a Standards-Based Portfolio [Be Used to] Assess Student Performance in the Primary Grades?*, 1996. Available from: Dallas Public School, Stephen J. Hay Bldg., 3801 Herschel Ave., Dallas, TX 75219.

This paper was presented at the annual meeting of the American Educational Research Association, New York City, April 1996.

The author describes a reading and writing portfolio project used to assess the progress of Chapter 1 students in grades K-2. Teachers select at least two work samples for each student three times a year. They are to include as many samples as it takes to demonstrate progress on goals as defined in the Texas Essential Elements. Progress is rated holistically on a 4-point scale where 3=proficient. The paper includes the rubrics (they are somewhat skimpy and many terms are undefined). The paper includes a lengthy discussion of the degree of implementation of the portfolio system, whether/how student progress on the goals could be documented by the portfolio, and reliability and validity of results. The authors conclude that the portfolio has potential, but technical quality is problematic. They suggest future steps to address this issue.

(TC# 400.3CANSTB)

Shearer, Arleen P., and Susan P. Homan. *Linking Reading Assessment to Instruction—An Application Worktext for Elementary Classroom Teachers*, 1994. Available from: St. Martin's Press, Inc., 175 Fifth Ave., New York, NY 10010.

The authors provide practice activities in instructional and assessment techniques for reading appropriate for the elementary classroom. Chapters include teacher self-assessment of reading diagnosis expertise, using classroom observation, using standardized tests, identifying problem readers, using informal reading inventories, assessing comprehension strategies, and assessing word recognition and spelling. Appendices include sample checklists, record-keeping forms, and instructions for administering various assessments. No technical information is included.

(TC# 440.6LINREA)

Smithey, Gary. *Whole Language Teachers, Reading Assessment, and Mandated Tests.* Located in: Administrator's Notebook 36, 1995. Available from: The University of Chicago, Midwest Administration Center, 5835 S. Kimbark Ave., Chicago, IL 60637. Microfilm copy available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, MI 48106.

This paper explains why whole language teachers generally do not like standardized, multiple-choice tests. Part of the paper is based on interviews with 15 whole language teachers.

(TC# 400.6WHOLAT)

Snider, Mary Ann, Susan Skawinski Lima, and Pasquale J. DeVito. *Rhode Island's Literacy Portfolio Assessment Project*, 1994. Located in: Sheila W. Valencia, Elfrieda H. Hiebert, and Peter P. Afflerbach (Eds.), Authentic Reading Assessment: Practices and Possibilities, 1994, pp. 71-88

Rhode Island's literacy portfolio project, begun in 1989, is not mandated. Rather, it has been a voluntary exploration of better ways to link assessment with classroom literacy practices. The authors note three stages in the development of their portfolio system:

1. Focus on mechanics—who has access, what activities could be put in and when, and what does a portfolio look like.
2. Focus on student outcomes, criteria for evaluation progress, and sharing criteria with students.
3. Focus on self-reflection and student control.

This document describes the development process, lessons learned, and effect on teachers, classrooms, and students. The actual portfolio model is not described.

(TC# 400.3RHOISL)

Stahle, Debra L., and Judith P. Mitchell. *Portfolio Assessment in College Methods Courses: Practicing What We Preach.* Located in: Journal of Reading 36, April 1993, pp. 538-542.

This article is by two university teachers who are tying to model appropriate literacy instruction and assessment in their own reading and language arts methods courses. Their discussion of issues, procedures and constraints regarding portfolios directly parallels those of teachers in grades K-12, e.g., the felt need for teacher control so that grades can be assigned.

(TC# 130.3PORASC)

Stayter, Francine, and Peter Johnston. ***Evaluating the Teaching and Learning of Literacy.*** **Located in: Timothy Shanahan (Ed.), Reading and Writing Together: New Perspectives for the Classroom, 1990. Available from: Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062, (617) 762-5577.**

This paper is about integrating assessment and instruction—the use of assessment as a reflective process in which both teachers and students learn about and develop their skills. The entire thrust of the paper is that assessment should be an instructional tool, not one used simply for outside monitoring.

The authors argue that teachers construct meaning about their students just as students construct meaning from text. The meanings teachers construct can be different, just as students' constructions of meaning can be different. Each such "reading of student ability" has consequences, both in what we learn about students, but also in terms of the messages we send to students. "What we choose to evaluate and how we choose to evaluate delivers powerful messages to students about those things we value," the author stated. "Students view their learning and their sense of worth through the lens we help them construct unless they cannot bear to look through it." They give some examples of these messages, such as focusing on errors rather than on strengths, and focusing on conventions rather than on meaning. "When writers find that they are being heard, they begin to find their voice." The authors describe some ways to alter these messages by changing how we assess.

They also discuss the power of self-reflection. "Without reflectiveness our students will develop a dependent and powerless literacy. . . . Students must self-evaluate to be independent in their learning. To do this, teachers cannot project the image that they have all the knowledge and ownership of the correct responses." The authors describe some ways to help the reflective process such as making predictions, conferring with each other, sharing effective strategies, setting one's own goals, performance criteria, and portfolios.

(TC# 150.6EVATEL)

Teale, William H. ***Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom.*** **Located in: The Elementary School Journal 89, 1988, pp. 173-183.**

This article discusses two topics: what should early childhood literacy assessments measure, and what is the best format for measuring them? The author contends that informal observations and structured performance sample assessments are more appropriate than standardized tests for measuring early childhood literacy learning. The author also contends that emergent literacy research suggests that we gather information on young children's concepts of the functions and conventions of written language, text comprehension, ability to read print commonly found in the home or community, emergent reading of storybooks, metalinguistic awareness, emergent writing strategies, and knowledge of letters, letter sounds, and the relations between them. The paper provides some examples of how to assess

knowledge of the functions of written language, emergent reading of storybooks, writing strategies, and knowledge of letter-sound correspondences.

The author discusses mostly informal classroom assessment. No technical information is provided. No samples of student work are included.

(TC# 070.6DEVAPA)

Thistlethwaite, Linda L. *Critical Reading for At-Risk Students [Critical Reading Checklists].* Located in: Journal of Reading, May 1990, pp. 586-593.

This article is primarily about strategies for teaching critical reading skills to at-risk students. (The same procedures could be used for any population.) It is included here because it presents several checklists of criteria for assessing the believability of information. These could also be used for self-reflection or for feedback to peers.

(TC# 440.3CRIREA)

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. *Portfolio Assessment in the Reading-Writing Classroom*, 1991. Available from: Christopher Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062, (617) 762-5577.

This book was designed for classroom teachers, and the information is presented in a very user-friendly style and format. The authors discuss issues surrounding assessment and portfolios, provide many examples of portfolio systems, explore the ways that portfolios can be used instructionally, and show examples of criteria for assessing portfolio entries, portfolios as a whole, and metacognitive letters. No technical information is included.

(TC# 400.6PORASC)

Touchstone Applied Science Associates, Inc. *Degrees of Reading Power*, 1995. Available from: Touchstone Applied Science Associates, Inc., Fields Lane, PO Box 382, Brewster, NY 10509, (914) 277-4900, fax (914) 277-3548.

The *Degrees of Reading Power* has reading passages of increasing difficulty in which several words have been deleted. Students must select the word that best completes the meaning of each incomplete sentence. The rationale is that students must understand the extended context of the passage in order to select the correct words. This is not a vocabulary test. The test identifies the hardest prose that pupils can read with different levels of comprehension. Nine levels are available for grades 1-12. Complete norms are available.

(TC# 440.3DEGOFR)

Valencia, Sheila. ***A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats and Hows.*** **Located in: The Reading Teacher, January 1990, pp. 338-340.**

In addition to discussing the rationale for using portfolios to assess reading, this article also suggests content for reading portfolios, how to select material for a portfolio and how the portfolio should be organized. Portfolio content might include samples of the student's work, the teacher's observational notes, the student's own periodic self-evaluation, and progress notes contributed by the student and teacher collaboratively. Specific items to be included would depend on the purpose for the portfolio but might include such things as written responses to reading, reading logs, selected daily work, classroom tests, checklists, unit projects, etc. The idea is to have a variety of indicators.

The real value of portfolios, according to the author, lies not in any single approach, but rather in the mind set that: 1) sound assessment is anchored in authenticity; 2) assessment must be a continuous process; 3) valid reading assessment must be multi-dimensional; and 4) assessment must provide for active collaborative reflection by both teacher and student.

(TC# 440.6APORAP)

Valencia, Sheila W., Elfrieda H. Hiegert, and Peter P. Afflerbach (Eds.). ***Authentic Reading Assessment: Practices and Possibilities*****, 1994. Available from: International Reading Association, Inc., 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

This book describes nine projects attempting to implement "authentic" assessment in reading. For the editors, "authenticity in an assessment resides *not* in its response format, but in its content, the underlying constructs it taps, and the correspondence among the assessment, the instruction from which it samples, and the purposes for which the assessment will be used." The editors also point out that even the most promising projects are still "works in progress"—evolving and full of promise, but not yet having substantive documentation of effects on children's cognitive or affective development. The book contains no solutions; it describes the current state of the art.

The book includes: an overview of "authentic assessment" in reading including definitions and rationale for alternatives, three examples of classroom assessments, three examples of assessments based in the classroom and used to report to other audiences, three sample large-scale assessments, and a summary of the state of the art.

(TC# 440.6AUTREA)

Valencia, Sheila W., Elfrieda H. Hiegert, and Peter P. Afflerbach. ***Realizing the Possibilities of Authentic Assessment: Current Trends and Future Issues*****, 1994. Located in: Sheila W. Valencia, Elfrieda H. Hiebert, and Peter P. Afflerbach (Eds.),** **Authentic Reading Assessment: Practices and Possibilities, 1994, pp. 286-300.**

This article summarizes and draws conclusions based on nine assessment case studies provided as previous chapters in the book. The authors note the following trends in assessing reading:

1. Assessment tasks require students to read longer, more naturally occuring, texts; questions are more open and complex.
2. Assessment activities usually occur over a longer period and often include collaboration.
3. Assessments are designed to tap specific student outcomes.
4. There is more emphasis on affecting teaching and learning—students and teachers have more of a role in developing and scoring, which encourages active participation in activities.
5. There is an attempt to integrate assessment at all levels and base large-scale assessment more on information collected in classrooms.

The authors note the following issues:

1. Longer passages are not necessarily better passages, and open-ended questions do not ensure that the right student performances are being tapped.
2. What goals do we have for students and should these be the same across classrooms?
3. Can we draw conclusions about individual students based on performance on only one or two tasks?
4. Changes in assessment sometimes do not parallel changes in instruction and both require professional development.
5. Performance assessment is not necessarily equitable assessment.

(TC# 440.6REAPOA)

Valencia, Sheila, William McGinley, and P. David Pearson. ***Assessing Reading and Writing: Building A More Complete Picture.*** **Located in: G. Duffey (Ed.), Reading in the Middle School, 1989. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

This paper emphasizes the importance of collecting a large number of student performance samples which represent a wide range of contexts. It describes the dimensions along which tasks differ, so that the teacher can be sure to obtain a good sampling of performance.

(TC# 400.3ASSREA)

Valencia, Sheila, David Pearson, Charles Peters, et al. ***Theory and Practice in Statewide Reading Assessment: Closing the Gap.*** **Located in: Educational Leadership, April 1989, pp. 57-63.**

The authors report on two state assessments in reading that they feel are more reflective of current research on reading than the assessment approaches of most current standardized achievement tests. They report that the current view of reading suggests that:

- Prior knowledge is an important determinant of reading comprehension.
- Naturally occurring texts have topical and structural integrity.
- Inferential and critical reading are essential for constructing meaning.
- Reading requires the orchestration of many reading skills.
- Skilled readers apply metacognitive strategies to monitor and comprehend a variety of texts for a variety of purposes.
- Positive habits and attitudes affect reading achievement and are important goals of reading instruction.
- Skilled readers are fluent.

(TC# 440.6THEANP)

Vizyak, Lindy. ***(Teaching Reading): Student Portfolios: Building Self-Reflection in a First-Grade Classroom.*** **Located in: The Reading Teacher 48, December/January 1995, pp. 362-364.**

In this short paper, a first grade teacher shares her experiences of developing and using literacy portfolios with first grade students. She describes two types of portfolios: student-managed and teacher-student. (She wants students to experience selecting work for different audiences and purposes.) She discusses what didn't work (e.g., having the student portfolios be teacher-centered) and what did work (e.g., modeling what to do by sharing her own

portfolio with students, giving students control, and providing time to select work and describe to peers reasons for choices, and conducting mini-lessons to help students expand the reasons for their choices).

(TC#440.3STUPOB)

Wade, Suzanne E. *Reading Comprehension Assessment Using Think Alouds.* Located in: The Reading Teacher, March 1990, pp. 442-451.

This article describes an informal assessment process for assessing comprehension. It covers how to prepare the text, how to administer the think-aloud procedure, and what to look for in student responses.

(TC# 440.3REACOA)

Wagner, C. Lyn, Dana R. Brock, and Ann T. Agnew. *Developing Literacy Portfolios in Teacher Education Courses.* Located in: Journal of Reading 37, May 1994, pp. 668-674.

The authors implemented portfolios in their language arts methods course to develop familiarity with forms of performance assessment student teachers might use in their own classes. The authors use portfolios as one way to develop "empowered professionals"—teachers who engage in reflective thinking, learn from social interactions with professional peers, are informed decisionmakers, and set personal learning goals.

Student teachers developed "literacy portfolios"—understanding oneself as a language user. Criteria for portfolios included such things as breadth of readings, writing samples, evidence of reflective thinking, and use of the writing process. The rating form is included. Not included are samples of student work nor technical information.

(TC# 400.3DEVLIP)

Walker, Barbara J. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*, Second Edition, 1992. Available from: Macmillan Publishing Company, 866 Third Ave., New York, NY 10022.

This book describes the process of diagnostic teaching—making sophisticated diagnostic decisions and identifying appropriate instructional techniques.

"The process of diagnostic teaching uses instruction to understand how the problem reader approaches the reading event. The goal of diagnostic teaching is to identify instructional alternatives that create improved reading performance for the problem reader. Instruction is viewed as mediating learning, where the teacher focuses on how the learner solves the reading problem by gathering data as she teaches. Furthermore, she views reading as an interactive

process where the reader uses what he knows to interpret what the text says. Therefore, the diagnostic teacher uses the student's strengths (knowledge and strategies) to lead the student to integrate new information as well as new strategies into his reading repertoire. She then assesses reading growth due to her instruction. She bases her decisions regarding the next steps in a student's instruction on this assessment as well as on reflection on the success she has achieved by the adjustments she has made. These decisions become increasingly more refined as the diagnostic teacher considers the reading event, evaluates the strategies of the problem reader, and matches those with appropriate techniques."

Diagnostic techniques include miscue analysis, informal reading inventories, retelling, and think alouds. These are analyzed for the source of the problem, e.g., print processing, hearing processing, or reading strategies

(TC# 440.6DIATER)

Weiss, Barbara. *California's New English—Language Arts Assessment*, 1994. Located in: Sheila W. Valencia, Elfrieda H. Hiebert, and Peter P. Afflerbach (Eds.), Authentic Reading Assessment: Practices and Possibilities, 1994, pp. 197-217.

This paper adds detail to other entries regarding California's previous reading assessment procedure in grades 4, 8, and 10. In addition to the first part of the assessment, in which students read an extended text and respond to several open-ended questions, there are two other parts: group work and extended writing. The group work extends students' experience of the text and initiates prewriting activities for the subsequent writing assessment. Writing is assessed on two traits—conventions and rhetorical effectiveness. Group work is not scored.

(TC# 440.3CALNEE)

White, Sheida, and Barbara Kapinus. *1994 NAEP Assessment in Reading.* Located in: Focus on NAEP 1, January 1994, pp. 1-5. Available from: National Center for Education Statistics (NCES), Education Assessment Division, 555 New Jersey Ave NW, Washington, DC 20208, (301) 763-1968.

This document provides a good, quick overview of the 1994 NAEP reading assessment. The assessment includes longer, intact passages of three types—stories, information, and instructions. Students can also select one additional passage. It includes a mixture of multiple choice, short constructed response, and extended response questions that focus on student ability to understand what was written, develop an interpretation, develop a personal response, and critically analyze the text. The document includes definitions of the various types of reading and student responses, and outlines the time devoted to each type of question.

(TC# 440.3NAEASR)

Winograd, Peter. ***Developing Alternative Assessments: Six Problems Worth Solving.***
Located in: The Reading Teacher 47, February 1994, pp. 420-423.

The author discusses six issues in alternative assessments that, if solved, would enable us to truly assess student reading.

- Clarifying the goals of assessment—what do we want to measure?
- Clarifying the audiences to be addressed—students, teachers, parents, administrators, legislators. The author proposes that assessment should first serve teachers and students.
- Selecting and developing assessment techniques
- Setting standards of student performance
- Establishing methods of management.
- Integrating assessment and instruction—aligning assessment with what is taught, embedding assessment in instruction, gathering "evidence" from daily instructional activities, and using this information to guide future instruction.

(TC# 440.6DEVALA)

Winograd, Peter, Scott Paris, and Connie Bridge. ***Improving the Assessment of Literacy.***
Located in: The Reading Teacher 45, 1991, pp. 108-116.

The authors present reasons why multiple-choice tests of comprehension based on short passages do not adequately reflect what we know about reading: they take reading out of its inherent meaning context, test skills in isolation, ignore prior knowledge, and don't look at strategies. Thus, instruction is focused on the wrong targets.

To improve assessment, the authors propose that we need to: clarify the goals of instruction, clarify the purposes of assessment, select multiple measures, and use the results to improve instruction. The authors then apply these steps to reading assessment. They first present three goals in reading: skills that enable students to understand (decoding, interpreting), motivation to be active learners, and independence (selecting and using strategies appropriate for different contexts). Then they discuss the assessment needs of five audiences and discuss multiple measures that could be used to satisfy these needs. For example, students need information so that they can become adept at monitoring their comprehension. Information collection devices could include: audiotapes or oral reading, running records, interviews on progress, and lists of books read.

(TC# 440.6IMPASL)

Wixson, Karen K., Anita B. Bosky, Nina Yochum, et al. ***An Interview For Assessing Students' Perceptions of Classroom Reading Tasks.*** **Located in: The Reading Teacher, January 1984, pp. 347-353.**

The Reading Comprehension Interview (RCI) has 15 open-ended questions that explore:

1. The student's perception of the goal/purpose of reading activities.
2. The student's understanding of different reading task requirements.
3. The strategies which the reader reports using when engaging in various reading tasks.

(TC# 440.3ANINTF)

Wolf, Dennie Palmer. ***Standards—DRAFT Version*****, 1995, ed. Julie Craven. Available from: Project PACE, Harvard Graduate School of Education, 8 Story St., Cambridge, MA 02138, (617) 496-2770, fax: (617) 496-2777.**

The author presents performance standards for research and communication skills across the curriculum for eighth graders. These border on performance criteria because each statement of what students should be able to do by the end of eighth grade is illustrated by samples of student work. The standards were developed by teachers sorting student work.

(TC# 000.3STANDA)

Wolf, Kenneth P. ***From Informal to Informed Assessment: Recognizing the Role of the Classroom Teacher.*** **Located in: Journal of Reading 36, April 1993, pp. 518-523.**

For the author, "assessment is informed, rather than informal, when it is carried out by knowledgeable teachers who draw on a variety of strategies to carefully observe and document their students' performances across diverse contexts and over time as students are engaged in authentic learning tasks." This paper describes this premise and how such informed assessment leads to more credible and useful assessment information both in the classroom and as a supplement to large-scale assessment efforts.

(TC# 150.6FROINI)

Reading Bibliography
Index Codes

A — Type

1 = Example
2 = Theory/how to assess/rationale for alternative assessment
3 = What should we assess
4 = Related: general assessment, program evaluation, results of studies, technical, involving parents, report cards, self reflection

B — Purpose

1 = Large scale
2 = Classroom
3 = Research

C — Grade Levels

1 = Pre K-2
2 = 3-5
3 = 6-8
4 = 9-12
5 = All (K-12)
6 = Adult
7 = Teacher in- or pre-service
8 = Special education
9 = Other

D — Coverage/Skills Assessed

1 = Decoding/vocabulary
2 = Comprehension/constructed meaning
3 = Strategies
4 = Fluency
5 = Affect
6 = Range of reading
7 = Metacognition
8 = Concepts about print
9 = Literature

D — continued

10 = Subject matter; reading for different purposes, using reading
11 = Literacy environment
12 = Prior knowledge
13 = Critical thinking/connections/ HOTS

E — Type of Tasks

1 = Enhanced multiple choice
2 = Constructed response/short answer
3 = Long response/essay
4 = On-demand performance assessment
5 = Project
6 = Portfolio
7 = Miscue
8 = Writing in response to reading
9 = Retelling
10 = Exhibition
11 = Cloze
12 = Observation/interview/ conferences/anecdotal records
13 = Think aloud
14 = Journals

F — Other Task Characteristics

1 = Group work
2 = Computer
3 = Self-reflection/evaluation
4 = Other than written

G — Type of Scoring

1 = Task specific
2 = General holistic
3 = General analytical trait
4 = Developmental continuum
5 = Checklist

A1Allen (TC# 300.3ORACOL)
A1Barton (TC# 130.4PORTEE)
A1BC Ministry of Ed. (TC# 000.3BCPERA)
A1Bellingham Pub. Sch. (TC# 000.3BELPUS)
A1CA Assess. Prog. (TC# 440.3SAMENLr)
A1CA DOE (TC# 400.3CALLER2)
A1Clark (TC# 440.3ASSFRR)
A1Clay (TC# 440.3CONABP)
A1Clemmons (TC# 400.3PORCLT)
A1Coal. of Essential Schls (TC# 150.6VARARD)
A1CTB/McGraw-Hill (TC# 400.3CTBREL)
A1DeFabio (TC# 400.3CHASTP)
A1Eggleton (TC# 400.3WHOLAR)
A1Farr (TC# 400.3LANARP)
A1Flood (TC# 400.3REPREP)
A1Fort Hays (TC# 440.3STAASR)
A1Gahagan (TC# 400.3PROPRI)
A1Glazer (TC# 440.6REARED)
A1Goodman (TC# 400.6WHOLAC)
A1Goodman (TC# 440.3REAMII)
A1Griffin (TC#400.3ENGPRH)
A1Guthrie (TC# 440.3PERASR)
A1Hansen (TC# 400.3LITPOH)
A1Hansen (TC# 440.6LITPOE)
A1Harcourt Brace (TC# 440.3SDRT4)
A1Hetterscheidt (TC# 400.3USICOR)
A1Hill (TC# 000.6PRAASA)
A1Hug (TC# 400.3BALASI)
A1IL State Board of Ed (TC# 440.3ILLGOR3)
A1Jablon (TC# 010.5OMNGUK)
A1Kay (TC# 440.6THITWM)
A1Kinney (TC# 440.6INFINA)
A1Kletzien (TC# 440.3DYNASF)
A1Knight (TC# 440.3CODJOE)
A1KY DOE (TC# 060.3KIRIS94)
A1Larter (TC# 100.6BENCHM)
A1Law (TC# 490.3WERWOH)
A1Levels of Doc. Literacy (TC# 440.3LEVDOL)
A1Lidz (TC# 000.3PRAGUD)
A1MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
A1McKenna (TC# 440.3MEATOR)
A1McTighe (TC# 400.3MDRWLA)
A1MD Assmt. Consort. (TC# 000.3PERASC)
A1MD St. DOE (TC# 060.3MARSCP)
A1Meltzer (TC# 010.3SUROFP)
A1Meyers (TC# 440.3THIALP)
A1Morrow (TC# 440.3RETSTD)
A1OR DOE (TC# 440.3OREOPE)
A1Paratore (TC# 440.3INTASO)
A1Peers (TC# 400.6TEAREE)
A1Peterson (TC# 440.3DEVONT)
A1Phillips (TC# 440.3TESINA)
A1Polakowski (TC# 440.3LITPOC)
A1Prov. of BC (TC# 070.3SUPLEU)
A1Psychological Corp. (TC# 440.3GOALSr)
A1Psychological Corp. (TC# 400.3AMAP-L)
A1Rhodes (TC# 400.3LITASH)
A1Riverside Pub. Co. (TC# 060.3PERAST)
A1Riverside Pub. Co. (TC# 400.3ASAPr.w)
A1Roskos (TC# 070.3PFSCRS)
A1Roswell (TC# 440.3DARTTS)
A1Roswell (TC# 440.6CRESUR)
A1Royer (TC#440.6SENVET)
A1Salinger (TC# 440.3ANAEAL)
A1Sammons (TC# 440.2ASSSTT)
A1Sebesta (TC# 440.3HIEASR)
A1Serrano (TC# 000.3LOOPOA)
A1Shannon (TC# 440.3USIMIE)
A1Shapley (TC# 400.3CANSTB)
A1Shearer (TC#440.6LINREA)
A1Snider (TC# 400.3RHOISL)
A1Stahle (TC# 130.3PORASC)
A1Thistlethwaite (TC# 440.3CRIREA)
A1Touchstone(TC# 440.3DEGOFR)
A1Valencia (TC# 440.6AUTREA)
A1Vizyak (TC# 440.3STUPOB)
A1Wade (TC# 440.3REACOA)
A1Walker (TC# 440.6DIATER)
A1Weiss (TC# 440.3CALNEE)
A1White (TC# 440.3NAEASR)
A1Wixson (TC# 440.3ANINTF)
A2Badger (TC#440.6OPEQUR)
A2Bellingham Pub. Sch. (TC# 000.3BELPUS)
A2Bishop (TC# 440.3ONCURA)
A2Brown (TC# 440.6MERASI)
A2Calfee (TC# 440.6TEAROU)
A2Campbell (TC# 000.6TEAALE)
A2Coal. of Essential Schls (TC# 150.6VARARD)
A2Conley (TC# 150.6PROBAA)
A2Farr (TC# 440.6PUTALT)
A2Fingeret (TC# 440.3ITBELM)
A2Gillet (TC#440.6UNDRPR)
A2Glazer (TC# 400.6PORBEY)
A2Goodman (TC# 400.6WHOLAC)
A2Hill (TC# 000.6PRAASA)
A2Int'l Read. Assn. (TC# 440.6PORILP)
A2Johnson (TC# 400.6CELGRO)
A2Johnston (TC# 440.6STETOM)
A2McTighe (TC# 400.3MDRWLA)
A2Pikulski (TC# 440.1INFREI2)
A2Pikulski (TC# 440.6ASSREA)
A2Prov. of BC (TC# 070.3SUPLEU)
A2Rea (TC# 440.6DESTRF)
A2Roswell (TC# 440.6CRESUR)
A2Salinger (TC# 400.6CLABAP)
A2Shearer (TC#440.6LINREA)
A2Smithey (TC# 400.6WHOLAT)
A2Stahle (TC# 130.3PORASC)

A2Stayter (TC# 150.6EVATEL)
A2Teale (TC# 070.6DEVAPA)
A2Tierney (TC# 400.6PORASC)
A2Valencia (TC# 400.3ASSREA)
A2Valencia (TC# 440.6APORAP)
A2Valencia (TC# 440.6AUTREA)
A2Valencia (TC# 440.6REAPOA)
A2Valencia (TC# 440.6THEANP)
A2Walker (TC# 440.6DIATER)
A2Winograd (TC# 440.6DEVALA)
A2Winograd (TC# 440.6IMPASL)
A3Anderson (TC# 440.5BECNAR)
A3Badger (TC#440.6OPEQUR)
A3Bean (TC# 440.6ORGREI)
A3Bellingham Pub. Sch. (TC# 000.3BELPUS)
A3Bishop (TC# 440.3ONCURA)
A3Brown (TC# 440.6MERASI)
A3Coal. of Essential Schls (TC# 150.6VARARD)
A3Conley (TC# 150.6PROBAA)
A3DeFabio (TC# 400.3CHASTP)
A3Farr (TC# 440.6PUTALT)
A3Gillet (TC#440.6UNDRPR)
A3Goodman (TC# 400.6WHOLAC)
A3Johnston (TC# 440.6STETOM)
A3McTighe (TC# 400.3MDRWLA)
A3Roswell (TC# 440.6CRESUR)
A3Teale (TC# 070.6DEVAPA)
A3Walker (TC# 440.6DIATER)
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A3Winograd (TC# 440.6IMPASL)
A4Ames (TC# 440.6SELRES)
A4Anderson (TC# 440.5BECNAR)
A4Arter (TC# 150.6INTASI)
A4Arter (TC# 150.6PERCRH)
A4Badger (TC#440.6OPEQUR)
A4Bean (TC# 440.6ORGREI)
A4Calfee (TC# 440.6STUPOO)
A4Calfee (TC# 440.6TEAROU)
A4Campbell (TC# 000.6TEAALE)
A4Clarridge (TC# 150.6IMPNEE)
A4Clemmons (TC# 400.3PORCLT)
A4Coal. of Essential Schls (TC# 150.6VARARD)
A4Curriculum Corp. (TC# 400.5ENGCUP)
A4DeFabio (TC# 400.3CHASTP)
A4Dole (TC# 440.6MOVFRO)
A4Eeds (TC# 440.3HOLASC)
A4ETS (TC# 150.6PERDIN)
A4Fagan (TC# 430.1MEAREE2)
A4Far West Lab (TC# 150.6ISSCRA)
A4Flexer (TC# 000.6DILIST)
A4Fredericks (TC# 440.3INVPAA)
A4Glazer (TC# 400.6PORBEY)
A4Goodman (TC# 400.6WHOLAC)
A4Johnston (TC# 440.6STETOM)
A4Khattri (TC# 150.6PERASO)
A4Knight (TC# 440.3CODJOE)
A4Koelsch (TC# 150.6GUIANC)
A4Linn (TC# 150.6ASSBAR)
A4McDonald (TC# 150.6CRAEXA)
A4McTighe (TC# 150.6DEVPEA)
A4Myerberg (TC# 150.6INTREV)
A4Noble (TC# 150.6OLDNEB)
A4Pelavin Associates (TC# 150.6IMPPEA)
A4Perlman (TC# 000.3CPSPEA)
A4Prov. of BC (TC# 070.3SUPLEU)
A4Rea (TC# 440.6DESTRF)
A4Regional Ed. Lab (TC# 000.6FACSYC)
A4Roe (TC# 400.6PORIMW)
A4Salinger (TC# 400.6CLABAP)
A4Snider (TC# 400.3RHOISL)
A4Stahle (TC# 130.3PORASC)
A4Stayter (TC# 150.6EVATEL)
A4Tierney (TC# 400.6PORASC)
A4Valencia (TC# 400.3ASSREA)
A4Valencia (TC# 440.6REAPOA)
A4Winograd (TC# 440.6DEVALA)
A4Winograd (TC# 440.6IMPASL)
A4Wolf (TC# 000.3STANDA)
A4Wolf (TC# 150.6FROINI)
A5Valencia (TC# 440.6AUTREA)
B1Allen (TC# 300.3ORACOL)
B1CA Assess. Prog. (TC# 440.3SAMENLr)
B1CTB/McGraw-Hill (TC# 400.3CTBREL)
B1Farr (TC# 400.3LANARP)
B1Fort Hays (TC# 440.3STAASR)
B1Gahagan (TC# 400.3PROPRI)
B1Harcourt Brace (TC# 440.3SDRT4)
B1Hug (TC# 400.3BALASI)
B1IL State Board of Ed (TC# 440.3ILLGOR3)
B1KY DOE (TC# 060.3KIRIS94)
B1Larter (TC# 100.6BENCHM)
B1Levels of Doc. Literacy (TC# 440.3LEVDOL)
B1MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
B1McTighe (TC# 400.3MDRWLA)
B1MD St. DOE (TC# 060.3MARSCP)
B1OR DOE (TC# 440.3OREOPE)
B1Peterson (TC# 440.3DEVONT)
B1Psychological Corp. (TC# 440.3GOALSr)
B1Psychological Corp. (TC# 400.3AMAP-L)
B1Riverside Pub. Co. (TC# 060.3PERAST)
B1Riverside Pub. Co. (TC# 400.3ASAPr.w)
B1Touchstone (TC# 440.3DEGOFR)
B1Valencia (TC# 440.6AUTREA)
B1Valencia (TC# 440.6THEANP)
B1Weiss (TC# 440.3CALNEE)
B1White (TC# 440.3NAEASR)
B2Barton (TC# 130.4PORTEE)
B2Bean (TC# 440.6ORGREI)

B2Bishop (TC# 440.3ONCURA)
B2Brown (TC# 440.6MERASI)
B2CA DOE (TC# 400.3CALLER2)
B2Calfee (TC# 440.6STUPOO)
B2Clark (TC# 440.3ASSFRR)
B2Clarridge (TC# 150.6IMPNEE)
B2Clay (TC# 440.3CONABP)
B2Clemmons (TC# 400.3PORCLT)
B2CTB/McGraw-Hill (TC# 400.3CTBREL)
B2DeFabio (TC# 400.3CHASTP)
B2Eeds (TC# 440.3HOLASC)
B2Eggleton (TC# 400.3WHOLAR)
B2Fingeret (TC# 440.3ITBELM)
B2Flexer (TC# 000.6DILIST)
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B2Gahagan (TC# 400.3PROPRI)
B2Gillet (TC#440.6UNDRPR)
B2Glazer (TC# 400.6PORBEY)
B2Glazer (TC# 440.6REARED)
B2Goodman (TC# 440.3REAMII)
B2Griffin (TC#400.3ENGPRH)
B2Guthrie (TC# 440.3PERASR)
B2Hetterscheidt (TC# 400.3USICOR)
B2Hill (TC# 000.6PRAASA)
B2Jablon (TC# 010.5OMNGUK)
B2Johnson (TC# 400.6CELGRO)
B2Kay (TC# 440.6THITWM)
B2Kinney (TC# 440.6INFINA)
B2Kletzien (TC# 440.3DYNASF)
B2Knight (TC# 440.3CODJOE)
B2Law (TC# 490.3WERWOH)
B2Lidz (TC# 000.3PRAGUD)
B2MD Assmt. Consort. (TC# 000.3PERASC)
B2Meltzer (TC# 010.3SUROFP)
B2Meyers (TC# 440.3THIALP)
B2Morrow (TC# 440.3RETSTD)
B2Paratore (TC# 440.3INTASO)
B2Peers (TC# 400.6TEAREE)
B2Phillips (TC# 440.3TESINA)
B2Pikulski (TC# 440.1INFREI2)
B2Polakowski (TC# 440.3LITPOC)
B2Prov. of BC (TC# 070.3SUPLEU)
B2Rhodes (TC# 400.3LITASH)
B2Roe (TC# 400.6PORIMW)
B2Roskos (TC# 070.3PFSCRS)
B2Roswell (TC# 440.3DARTTS)
B2Roswell (TC# 440.6CRESUR)
B2Salinger (TC# 440.3ANAEAL)
B2Sammons (TC# 440.2ASSSTT)
B2Sebesta (TC# 440.3HIEASR)
B2Serrano (TC# 000.3LOOPOA)
B2Shannon (TC# 440.3USIMIE)
B2Shearer (TC#440.6LINREA)
B2Snider (TC# 400.3RHOISL)
B2Stahle (TC# 130.3PORASC)
B2Teale (TC# 070.6DEVAPA)
B2Thistlethwaite (TC# 440.3CRIREA)
B2Tierney (TC# 400.6PORASC)
B2Valencia (TC# 440.6AUTREA)
B2Vizyak (TC# 440.3STUPOB)
B2Wade (TC# 440.3REACOA)
B2Walker (TC# 440.6DIATER)
B2Wixson (TC# 440.3ANINTF)
B3Goodman (TC# 400.6WHOLAC)
B3Royer (TC#440.6SENVET)
B3Shapley (TC# 400.3CANSTB)
B7Rhodes (TC# 400.3LITASH)
C1Bellingham Pub. Sch. (TC# 000.3BELPUS)
C1Clark (TC# 440.3ASSFRR)
C1Clarridge (TC# 150.6IMPNEE)
C1Clay (TC# 440.3CONABP)
C1Clemmons (TC# 400.3PORCLT)
C1Eeds (TC# 440.3HOLASC)
C1Eggleton (TC# 400.3WHOLAR)
C1Farr (TC# 400.3LANARP)
C1Flood (TC# 400.3REPREP)
C1Hill (TC# 000.6PRAASA)
C1Johnson (TC# 400.6CELGRO)
C1MD Assmt. Consort. (TC# 000.3PERASC)
C1Polakowski (TC# 440.3LITPOC)
C1Prov. of BC (TC# 070.3SUPLEU)
C1Roe (TC# 400.6PORIMW)
C1Roskos (TC# 070.3PFSCRS)
C1Salinger (TC# 440.3ANAEAL)
C1Shapley (TC# 400.3CANSTB)
C1Touchstone(TC# 440.3DEGOFR)
C1Vizyak (TC# 440.3STUPOB)
C2Bellingham Pub. Sch. (TC# 000.3BELPUS)
C2Bishop (TC# 440.3ONCURA)
C2CA Assess. Prog. (TC# 440.3SAMENLr)
C2Clark (TC# 440.3ASSFRR)
C2Clarridge (TC# 150.6IMPNEE)
C2Clemmons (TC# 400.3PORCLT)
C2CTB/McGraw-Hill (TC# 400.3CTBREL)
C2Eggleton (TC# 400.3WHOLAR)
C2Fagan (TC# 430.1MEAREE2)
C2Farr (TC# 400.3LANARP)
C2Flexer (TC# 000.6DILIST)
C2Flood (TC# 400.3REPREP)
C2Fort Hays (TC# 440.3STAASR)
C2Gillet (TC#440.6UNDRPR)
C2Guthrie (TC# 440.3PERASR)
C2Hetterscheidt (TC# 400.3USICOR)
C2Hill (TC# 000.6PRAASA)
C2Hug (TC# 400.3BALASI)
C2Jablon (TC# 010.5OMNGUK)
C2Johnson (TC# 400.6CELGRO)
C2KY DOE (TC# 060.3KIRIS94)

C2Larter (TC# 100.6BENCHM)
C2MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
C2McKenna (TC# 440.3MEATOR)
C2MD Assmt. Consort. (TC# 000.3PERASC)
C2MD St. DOE (TC# 060.3MARSCP)
C2Meltzer (TC# 010.3SUROFP)
C2Meyers (TC# 440.3THIALP)
C2OR DOE (TC# 440.3OREOPE)
C2Peterson (TC# 440.3DEVONT)
C2Prov. of BC (TC# 070.3SUPLEU)
C2Psychological Corp. (TC# 400.3AMAP-L)
C2Riverside Pub. Co. (TC# 400.3ASAPr.w)
C2Shearer (TC#440.6LINREA)
C2Snider (TC# 400.3RHOISL)
C2Touchstone (TC# 440.3DEGOFR)
C2White (TC# 440.3NAEASR)
C3Bishop (TC# 440.3ONCURA)
C3CA Assess. Prog. (TC# 440.3SAMENLr)
C3Clark (TC# 440.3ASSFRR)
C3CTB/McGraw-Hill (TC# 400.3CTBREL)
C3DeFabio (TC# 400.3CHASTP)
C3Eggleton (TC# 400.3WHOLAR)
C3Fagan (TC# 430.1MEAREE2)
C3Farr (TC# 400.3LANARP)
C3Flood (TC# 400.3REPREP)
C3Fort Hays (TC# 440.3STAASR)
C3Gillet (TC#440.6UNDRPR)
C3Hansen (TC# 440.6LITPOE)
C3Hill (TC# 000.6PRAASA)
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C3Knight (TC# 440.3CODJOE)
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C3Touchstone (TC# 440.3DEGOFR)
C3White (TC# 440.3NAEASR)
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C4DeFabio (TC# 400.3CHASTP)
C4Fagan (TC# 430.1MEAREE2)
C4Fort Hays (TC# 440.3STAASR)
C4KY DOE (TC# 060.3KIRIS94)
C4Levels of Doc. Literacy (TC# 440.3LEVDOL)
C4MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
C4Prov. of BC (TC# 070.3SUPLEU)
C4Psychological Corp. (TC# 400.3AMAP-L)
C4Riverside Pub. Co. (TC# 400.3ASAPr.w)
C4Sammons (TC# 440.2ASSSTT)
C4Serrano (TC# 000.3LOOPOA)
C4White (TC# 440.3NAEASR)
C5BC Ministry of Ed. (TC# 000.3BCPERA)
C5Bean (TC# 440.6ORGREI)
C5Brown (TC# 440.6MERASI)
C5CA DOE (TC# 400.3CALLER2)
C5Calfee (TC# 440.6STUPOO)
C5Farr (TC# 440.6PUTALT)
C5Glazer (TC# 400.6PORBEY)
C5Glazer (TC# 440.6REARED)
C5Goodman (TC# 400.6WHOLAC)
C5Goodman (TC# 440.3REAMII)
C5Griffin (TC#400.3ENGPRH)
C5Harcourt Brace (TC# 440.3SDRT4)
C5IL State Board of Ed (TC# 440.3ILLGOR3)
C5Kletzien (TC# 440.3DYNASF)
C5KY DOE (TC# 060.3KIRIS94)
C5Law (TC# 490.3WERWOH)
C5Lidz (TC# 000.3PRAGUD)
C5McTighe (TC# 400.3MDRWLA)
C5Morrow (TC# 440.3RETSTD)
C5Paratore (TC# 440.3INTASO)
C5Pikulski (TC# 440.1INFREI2)
C5Psychological Corp. (TC# 440.3GOALSr)
C5Riverside Pub. Co. (TC# 060.3PERAST)
C5Roswell (TC# 440.3DARTTS)
C5Roswell (TC# 440.6CRESUR)
C5Royer (TC#440.6SENVET)
C5Sebesta (TC# 440.3HIEASR)
C5Shannon (TC# 440.3USIMIE)
C5Thistlethwaite (TC# 440.3CRIREA)
C5Tierney (TC# 400.6PORASC)
C5Walker (TC# 440.6DIATER)
C5Weiss (TC# 440.3CALNEE)
C5White (TC# 440.3NAEASR)
C6Fingeret (TC# 440.3ITBELM)
C6Kay (TC# 440.6THITWM)
C6Levels of Doc. Literacy (TC# 440.3LEVDOL)
C7Barton (TC# 130.4PORTEE)
C7Stahle (TC# 130.3PORASC)
C8Gahagan (TC# 400.3PROPRI)
C8Gillet (TC#440.6UNDRPR)
C8Roswell (TC# 440.6CRESUR)
C9Peers (TC# 400.6TEAREE)
D1Eeds (TC# 440.3HOLASC)
D1Glazer (TC# 440.6REARED)
D1Griffin (TC#400.3ENGPRH)
D1Harcourt Brace (TC# 440.3SDRT4)
D1KY DOE (TC# 060.3KIRIS94)
D1Meltzer (TC# 010.3SUROFP)
D1Morrow (TC# 440.3RETSTD)
D1Peterson (TC# 440.3DEVONT)

D1Polakowski (TC# 440.3LITPOC)
D1Roswell (TC# 440.3DARTTS)
D1Roswell (TC# 440.6CRESUR)
D1Walker (TC# 440.6DIATER)
D2Bishop (TC# 440.3ONCURA)
D2CA Assess. Prog. (TC# 440.3SAMENLr)
D2Clark (TC# 440.3ASSFRR)
D2Curriculum Corp. (TC# 400.5ENGCUP)
D2DeFabio (TC# 400.3CHASTP)
D2Fagan (TC# 430.1MEAREE2)
D2Farr (TC# 400.3LANARP)
D2Fort Hays (TC# 440.3STAASR)
D2Glazer (TC# 400.6PORBEY)
D2Glazer (TC# 440.6REARED)
D2Goodman (TC# 400.6WHOLAC)
D2Goodman (TC# 440.3REAMII)
D2Griffin (TC#400.3ENGPRH)
D2Guthrie (TC# 440.3PERASR)
D2Harcourt Brace (TC# 440.3SDRT4)
D2Hill (TC# 000.6PRAASA)
D2Hug (TC# 400.3BALASI)
D2IL State Board of Ed (TC# 440.3ILLGOR3)
D2Kinney (TC# 440.6INFINA)
D2Kletzien (TC# 440.3DYNASF)
D2Knight (TC# 440.3CODJOE)
D2Law (TC# 490.3WERWOH)
D2Levels of Doc. Literacy (TC# 440.3LEVDOL)
D2MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
D2McTighe (TC# 400.3MDRWLA)
D2MD St. DOE (TC# 060.3MARSCP)
D2Meltzer (TC# 010.3SUROFP)
D2Morrow (TC# 440.3RETSTD)
D2OR DOE (TC# 440.3OREOPE)
D2Paratore (TC# 440.3INTASO)
D2Peterson (TC# 440.3DEVONT)
D2Phillips (TC# 440.3TESINA)
D2Pikulski (TC# 440.1INFREI2)
D2Prov. of BC (TC# 070.3SUPLEU)
D2Psychological Corp. (TC# 440.3GOALSr)
D2Psychological Corp. (TC# 400.3AMAP-L)
D2Rhodes (TC# 400.3LITASH)
D2Riverside Pub. Co. (TC# 400.3ASAPr,w)
D2Roe (TC# 400.6PORIMW)
D2Roskos (TC# 070.3PFSCRS)
D2Roswell (TC# 440.3DARTTS)
D2Roswell (TC# 440.6CRESUR)
D2Royer (TC#440.6SENVET)
D2Sammons (TC# 440.2ASSSTT)
D2Shannon (TC# 440.3USIMIE)
D2Shapley (TC# 400.3CANSTB)
D2Touchstone (TC# 440.3DEGOFR)
D2Valencia (TC# 440.6THEANP)
D2Wade (TC# 440.3REACOA)
D2Walker (TC# 440.6DIATER)
D2Weiss (TC# 440.3CALNEE)
D2White (TC# 440.3NAEASR)
D3Bean (TC# 440.6ORGREI)
D3Brown (TC# 440.6MERASI)
D3Clay (TC# 440.3CONABP)
D3Glazer (TC# 440.6REARED)
D3Goodman (TC# 400.6WHOLAC)
D3Goodman (TC# 440.3REAMII)
D3Griffin (TC#400.3ENGPRH)
D3Harcourt Brace (TC# 440.3SDRT4)
D3IL State Board of Ed (TC# 440.3ILLGOR3)
D3Kletzien (TC# 440.3DYNASF)
D3Knight (TC# 440.3CODJOE)
D3Lidz (TC# 000.3PRAGUD)
D3MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
D3McTighe (TC# 400.3MDRWLA)
D3Meltzer (TC# 010.3SUROFP)
D3Meyers (TC# 440.3THIALP)
D3Morrow (TC# 440.3RETSTD)
D3Paratore (TC# 440.3INTASO)
D3Rhodes (TC# 400.3LITASH)
D3Roswell (TC# 440.6CRESUR)
D3Valencia (TC# 440.6THEANP)
D3Walker (TC# 440.6DIATER)
D3Weiss (TC# 440.3CALNEE)
D3Wixson (TC# 440.3ANINTF)
D4Bishop (TC# 440.3ONCURA)
D4Curriculum Corp. (TC# 400.5ENGCUP)
D4DeFabio (TC# 400.3CHASTP)
D4Griffin (TC#400.3ENGPRH)
D4KY DOE (TC# 060.3KIRIS94)
D4Law (TC# 490.3WERWOH)
D4Shannon (TC# 440.3USIMIE)
D5Fagan (TC# 430.1MEAREE2)
D5Harcourt Brace (TC# 440.3SDRT4)
D5Hill (TC# 000.6PRAASA)
D5McKenna (TC# 440.3MEATOR)
D5Peterson (TC# 440.3DEVONT)
D5Rhodes (TC# 400.3LITASH)
D5Sebesta (TC# 440.3HIEASR)
D5Shannon (TC# 440.3USIMIE)
D5Shapley (TC# 400.3CANSTB)
D5Valencia (TC# 440.6THEANP)
D6Bishop (TC# 440.3ONCURA)
D6Curriculum Corp. (TC# 400.5ENGCUP)
D6DeFabio (TC# 400.3CHASTP)
D6IL State Board of Ed (TC# 440.3ILLGOR3)
D7Brown (TC# 440.6MERASI)
D7Meltzer (TC# 010.3SUROFP)
D7Shannon (TC# 440.3USIMIE)
D8Clay (TC# 440.3CONABP)
D8Eeds (TC# 440.3HOLASC)
D8Gillet (TC#440.6UNDRPR)
D8Goodman (TC# 400.6WHOLAC)

D8Guthrie (TC# 440.3PERASR)
D8Polakowski (TC# 440.3LITPOC)
D8Roe (TC# 400.6PORIMW)
D8Roskos (TC# 070.3PFSCRS)
D9DeFabio (TC# 400.3CHASTP)
D9Fagan (TC# 430.1MEAREE2)
D9Guthrie (TC# 440.3PERASR)
D10Curriculum Corp. (TC# 400.5ENGCUP)
D10Farr (TC# 400.3LANARP)
D10McTighe (TC# 400.3MDRWLA)
D10Sammons (TC# 440.2ASSSTT)
D11Glazer (TC# 400.6PORBEY)
D11Goodman (TC# 400.6WHOLAC)
D12Goodman (TC# 440.3REAMII)
D12IL State Board of Ed (TC# 440.3ILLGOR3)
D12Kinney (TC# 440.6INFINA)
D12McTighe (TC# 400.3MDRWLA)
D13Allen (TC# 300.3ORACOL)
D13Curriculum Corp. (TC# 400.5ENGCUP)
D13DeFabio (TC# 400.3CHASTP)
D13Griffin (TC#400.3ENGPRH)
D13Guthrie (TC# 440.3PERASR)
D13Hug (TC# 400.3BALASI)
D13IL State Board of Ed (TC# 440.3ILLGOR3)
D13Levels of Doc. Literacy (TC# 440.3LEVDOL)
D13OR DOE (TC# 440.3OREOPE)
D13Peterson (TC# 440.3DEVONT)
D13Riverside Pub. Co. (TC# 400.3ASAPr,w)
D13Sebesta (TC# 440.3HIEASR)
D13Thistlethwaite (TC# 440.3CRIREA)
D13Weiss (TC# 440.3CALNEE)
D13White (TC# 440.3NAEASR)
E1Fort Hays (TC# 440.3STAASR)
E1IL State Board of Ed (TC# 440.3ILLGOR3)
E1Kletzien (TC# 440.3DYNASF)
E1Riverside Pub. Co. (TC# 400.3ASAPr,w)
E1Roswell (TC# 440.3DARTTS)
E1Royer (TC#440.6SENVET)
E1Valencia (TC# 440.6THEANP)
E1White (TC# 440.3NAEASR)
E2Clay (TC# 440.3CONABP)
E2CTB/McGraw-Hill (TC# 400.3CTBREL)
E2Fagan (TC# 430.1MEAREE2)
E2Farr (TC# 440.6PUTALT)
E2Guthrie (TC# 440.3PERASR)
E2Hug (TC# 400.3BALASI)
E2Levels of Doc. Literacy (TC# 440.3LEVDOL)
E2MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
E2McTighe (TC# 400.3MDRWLA)
E2MD Assmt. Consort. (TC# 000.3PERASC)
E2MD St. DOE (TC# 060.3MARSCP)
E2Meltzer (TC# 010.3SUROFP)
E2Phillips (TC# 440.3TESINA)
E2Pikulski (TC# 440.1INFREI2)
E2Psychological Corp. (TC# 440.3GOALSr)
E2Psychological Corp. (TC# 400.3AMAP-L)
E2Riverside Pub. Co. (TC# 060.3PERAST)
E2Roswell (TC# 440.3DARTTS)
E2Walker (TC# 440.6DIATER)
E2White (TC# 440.3NAEASR)
E3CTB/McGraw-Hill (TC# 400.3CTBREL)
E3Hug (TC# 400.3BALASI)
E3KY DOE (TC# 060.3KIRIS94)
E3MA Ed. Assess. Prog. (TC# 440.3ONTHEOr)
E3MD Assmt. Consort. (TC# 000.3PERASC)
E3OR DOE (TC# 440.3OREOPE)
E3Peterson (TC# 440.3DEVONT)
E3Psychological Corp. (TC# 400.3AMAP-L)
E3Riverside Pub. Co. (TC# 060.3PERAST)
E3Riverside Pub. Co. (TC# 400.3ASAPr,w)
E3Sebesta (TC# 440.3HIEASR)
E3White (TC# 440.3NAEASR)
E4Allen (TC# 300.3ORACOL)
E4Bean (TC# 440.6ORGREI)
E4CA Assess. Prog. (TC# 440.3SAMENLr)
E4Clark (TC# 440.3ASSFRR)
E4CTB/McGraw-Hill (TC# 400.3CTBREL)
E4Fagan (TC# 430.1MEAREE2)
E4Farr (TC# 400.3LANARP)
E4Farr (TC# 440.6PUTALT)
E4Fort Hays (TC# 440.3STAASR)
E4Hug (TC# 400.3BALASI)
E4Larter (TC# 100.6BENCHM)
E4Law (TC# 490.3WERWOH)
E4MD Assmt. Consort. (TC# 000.3PERASC)
E4OR DOE (TC# 440.3OREOPE)
E4Peers (TC# 400.6TEAREE)
E4Peterson (TC# 440.3DEVONT)
E4Riverside Pub. Co. (TC# 400.3ASAPr,w)
E4Walker (TC# 440.6DIATER)
E4Weiss (TC# 440.3CALNEE)
E4White (TC# 440.3NAEASR)
E5Allen (TC# 300.3ORACOL)
E5Johnson (TC# 400.6CELGRO)
E5MD Assmt. Consort. (TC# 000.3PERASC)
E6Allen (TC# 300.3ORACOL)
E6Barton (TC# 130.4PORTEE)
E6Bellingham Pub. Sch. (TC# 000.3BELPUS)
E6Bishop (TC# 440.3ONCURA)
E6Calfee (TC# 440.6STUPOO)
E6Clemmons (TC# 400.3PORCLT)
E6DeFabio (TC# 400.3CHASTP)
E6Fingeret (TC# 440.3ITBELM)
E6Flood (TC# 400.3REPREP)
E6Gahagan (TC# 400.3PROPRI)
E6Hansen (TC# 400.3LITPOH)
E6Hansen (TC# 440.6LITPOE)
E6Hill (TC# 000.6PRAASA)

E6Int'l Read. Assn. (TC# 440.6PORILP)
E6Polakowski (TC# 440.3LITPOC)
E6Roe (TC# 400.6PORIMW)
E6Roskos (TC# 070.3PFSCRS)
E6Salinger (TC# 400.6CLABAP)
E6Salinger (TC# 440.3ANAEAL)
E6Serrano (TC# 000.3LOOPOA)
E6Shapley (TC# 400.3CANSTB)
E6Stahle (TC# 130.3PORASC)
E6Tierney (TC# 400.6PORASC)
E6Valencia (TC# 440.6APORAP)
E6Vizyak (TC# 440.3STUPOB)
E7Eeds (TC# 440.3HOLASC)
E7Gillet (TC#440.6UNDRPR)
E7Goodman (TC# 400.6WHOLAC)
E7Goodman (TC# 440.3REAMII)
E7MD Assmt. Consort. (TC# 000.3PERASC)
E7Pikulski (TC# 440.1INFREI2)
E7Polakowski (TC# 440.3LITPOC)
E7Rhodes (TC# 400.3LITASH)
E7Roswell (TC# 440.3DARTTS)
E7Walker (TC# 440.6DIATER)
E8CA Assess. Prog. (TC# 440.3SAMENLr)
E8Clay (TC# 440.3CONABP)
E8Fagan (TC# 430.1MEAREE2)
E8Fort Hays (TC# 440.3STAASR)
E8Law (TC# 490.3WERWOH)
E8McTighe (TC# 400.3MDRWLA)
E8MD Assmt. Consort. (TC# 000.3PERASC)
E8Psychological Corp. (TC# 400.3AMAP-L)
E8Rea (TC# 440.6DESTRF)
E8Riverside Pub. Co. (TC# 400.3ASAPr.w)
E9Clark (TC# 440.3ASSFRR)
E9Glazer (TC# 400.6PORBEY)
E9Glazer (TC# 440.6REARED)
E9Goodman (TC# 440.3REAMII)
E9Harcourt Brace (TC# 440.3SDRT4)
E9Kinney (TC# 440.6INFINA)
E9MD Assmt. Consort. (TC# 000.3PERASC)
E9Meltzer (TC# 010.3SUROFP)
E9Morrow (TC# 440.3RETSTD)
E9Polakowski (TC# 440.3LITPOC)
E9Salinger (TC# 440.3ANAEAL)
E9Walker (TC# 440.6DIATER)
E11Touchstone (TC# 440.3DEGOFR)
E12Allen (TC# 300.3ORACOL)
E12CA DOE (TC# 400.3CALLER2)
E12Clemmons (TC# 400.3PORCLT)
E12Eeds (TC# 440.3HOLASC)
E12Eggleton (TC# 400.3WHOLAR)
E12Glazer (TC# 440.6REARED)
E12Harcourt Brace (TC# 440.3SDRT4)
E12Hill (TC# 000.6PRAASA)
E12Johnson (TC# 400.6CELGRO)
E12Kay (TC# 440.6THITWM)
E12Law (TC# 490.3WERWOH)
E12Meltzer (TC# 010.3SUROFP)
E12Paratore (TC# 440.3INTASO)
E12Roswell (TC# 440.6CRESUR)
E12Salinger (TC# 440.3ANAEAL)
E12Sammons (TC# 440.2ASSSTT)
E12Shannon (TC# 440.3USIMIE)
E12Walker (TC# 440.6DIATER)
E12Wixson (TC# 440.3ANINTF)
E13Bean (TC# 440.6ORGREI)
E13Brown (TC# 440.6MERASI)
E13Glazer (TC# 400.6PORBEY)
E13Glazer (TC# 440.6REARED)
E13Kinney (TC# 440.6INFINA)
E13Meyers (TC# 440.3THIALP)
E13Roswell (TC# 440.6CRESUR)
E13Wade (TC# 440.3REACOA)
E13Walker (TC# 440.6DIATER)
E14Johnson (TC# 400.6CELGRO)
E14Knight (TC# 440.3CODJOE)
F1Allen (TC# 300.3ORACOL)
F1Peterson (TC# 440.3DEVONT)
F1Psychological Corp. (TC# 400.3AMAP-L)
F1Serrano (TC# 000.3LOOPOA)
F1Weiss (TC# 440.3CALNEE)
F2Hetterscheidt (TC# 400.3USICOR)
F2Shannon (TC# 440.3USIMIE)
F3Allen (TC# 300.3ORACOL)
F3Ames (TC# 440.6SELRES)
F3Bishop (TC# 440.3ONCURA)
F3Clemmons (TC# 400.3PORCLT)
F3Gahagan (TC# 400.3PROPRI)
F3Glazer (TC# 400.6PORBEY)
F3Goodman (TC# 400.6WHOLAC)
F3Hansen (TC# 400.3LITPOH)
F3Hansen (TC# 440.6LITPOE)
F3Hetterscheidt (TC# 400.3USICOR)
F3Int'l Read. Assn. (TC# 440.6PORILP)
F3Knight (TC# 440.3CODJOE)
F3Meltzer (TC# 010.3SUROFP)
F3Serrano (TC# 000.3LOOPOA)
F4Allen (TC# 300.3ORACOL)
F4Roswell (TC# 440.6CRESUR)
F4Touchstone (TC# 440.3DEGOFR)
F4Walker (TC# 440.6DIATER)
G1Allen (TC# 300.3ORACOL)
G1KY DOE (TC# 060.3KIRIS94)
G1Larter (TC# 100.6BENCHM)
G1McTighe (TC# 400.3MDRWLA)
G1MD Assmt. Consort. (TC# 000.3PERASC)
G1MD St. DOE (TC# 060.3MARSCP)
G1Phillips (TC# 440.3TESINA)
G1Psychological Corp. (TC# 440.3GOALSr)

G2Allen (TC# 300.3ORACOL)
G2CA Assess. Prog. (TC# 440.3SAMENLr)
G2Clarridge (TC# 150.6IMPNEE)
G2Fagan (TC# 430.1MEAREE2)
G2Fort Hays (TC# 440.3STAASR)
G2Guthrie (TC# 440.3PERASR)
G2McTighe (TC# 400.3MDRWLA)
G2MD St. DOE (TC# 060.3MARSCP)
G2Perlman (TC# 000.3CPSPEA)
G2Peterson (TC# 440.3DEVONT)
G2Psychological Corp. (TC# 440.3GOALSr)
G2Psychological Corp. (TC# 400.3AMAP-L)
G2Salinger (TC# 400.6CLABAP)
G2Salinger (TC# 440.3ANAEAL)
G2Weiss (TC# 440.3CALNEE)
G3Allen (TC# 300.3ORACOL)
G3Fagan (TC# 430.1MEAREE2)
G3Farr (TC# 400.3LANARP)
G3Hug (TC# 400.3BALASI)
G3OR DOE (TC# 440.3OREOPE)
G3Perlman (TC# 000.3CPSPEA)
G3Shapley (TC# 400.3CANSTB)
G3Wolf (TC# 000.3STANDA)
G4Bellingham Pub. Sch. (TC# 000.3BELPUS)
G4Curriculum Corp. (TC# 400.5ENGCUP)
G4Eggleton (TC# 400.3WHOLAR)
G4Glazer (TC# 440.6REARED)
G4Griffin (TC#400.3ENGPRH)
G4Hill (TC# 000.6PRAASA)
G4Law (TC# 490.3WERWOH)
G4Levels of Doc. Literacy (TC# 440.3LEVDOL)
G4Perlman (TC# 000.3CPSPEA)
G4Polakowski (TC# 440.3LITPOC)
G4Prov. of BC (TC# 070.3SUPLEU)
G4Roswell (TC# 440.6CRESUR)
G4Sebesta (TC# 440.3HIEASR)
G5Allen (TC# 300.3ORACOL)
G5CA DOE (TC# 400.3CALLER2)
G5Eggleton (TC# 400.3WHOLAR)
G5Hill (TC# 000.6PRAASA)
G5Morrow (TC# 440.3RETSTD)
G5Roskos (TC# 070.3PFSCRS)
G5Serrano (TC# 000.3LOOPOA)
G5Shannon (TC# 440.3USIMIE)
G5Thistlethwaite (TC# 440.3CRIREA)